

MICHIGAN STATE UNIVERSITY

Final Report
Project No. 8-9025
Contract No. OEC-0-8-089025-3314 (010)

BEHAVIORAL SCIENCE ELEMENTARY TEACHER
EDUCATION PROGRAM

Volume I
of Three Volumes

October 1968

THE LIBRARY OF THE
MAY 13 1969
UNIVERSITY OF ILLINOIS
OD

The person charging this material is responsible for its return on or before the **Latest Date** stamped below.

Theft, mutilation and underlining of books are reasons for disciplinary action and may result in dismissal from the University.

UNIVERSITY OF ILLINOIS LIBRARY AT URBANA-CHAMPAIGN

OCT 22 1971

DEC 26 1972

JUL 15 1974

JUL 15 1974

L161—O-1096

Final Report
Project No. 89025
Contract No. OEC-0-8-089025-3314 (010)

BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROGRAM

Volume I

College of Education
College of Arts and Letters
College of Communication Arts
College of Home Economics

College of Natural Science
College of Social Science
University College

MICHIGAN STATE UNIVERSITY
East Lansing, Michigan
October 31, 1968

The research reported herein was performed pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

Final Report
Project No. 88922
Contract No. ORO-8-8-58024-1-116 (1966)

BEHAVIORAL SCIENCE BIBLIOGRAPHY

TEACHER EDUCATION PROGRAM

Volume I

College of Education
College of Arts and Sciences
University of Illinois

College of Education
College of Arts and Sciences
College of Communications
College of Business Administration

MICROFILM EDITION
East Lansing, Michigan
Extension 31, 1968

The research reported herein was conducted pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contract number: HED-68-001-0001. The research was conducted in the summer of 1968. The results of the study are reported in this volume. The study was designed to provide information on the current state of research in the field of teacher education. The study was conducted in a systematic and thorough manner. The results of the study are reported in this volume. The study was designed to provide information on the current state of research in the field of teacher education. The study was conducted in a systematic and thorough manner. The results of the study are reported in this volume.

Superintendent of Documents Catalog No. FS 5.258:58024-Vol. I

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON : 1968

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington, D. C. 20402. Price \$5

370.7
M584
v.1
FOREWORD

In picking up a document such as this, you may no doubt be asking yourself, "Where do I begin reading to understand this teacher education model?" The team designing the model and writing this report make these suggestions.

First, read Sections I and II before tackling any other part of the model. They were written tandem and will introduce you to the general features, outline, and rationale of the program. While the Abstract provides a briefer overview, it was not designed to project the perspective of Sections I and II.

Sections III through X are more explicit elaborations and descriptions of the various elements in the program. Readers with special interests will turn their attention to particular sections while neglecting others. A Table of Contents, following, will guide you in locating sections for further study.

In each section, an introduction provides an overview and is followed by computer print-outs of program experiences. These form the most explicit level of program description.



Digitized by the Internet Archive
in 2021 with funding from
University of Illinois Urbana-Champaign Alternates

<https://archive.org/details/behavioralscienc01mich>

CONTENTS

VOLUME I

FOREWORD

TABLE OF CONTENTS

ABSTRACT

SECTION I OVERVIEW

Introduction	I - 1
Objectives	I - 2
Special Features	I - 3
Major Areas of Program	I - 8
Development of the Model.	I - 12
Problems and Limitations	I - 14
List of Definitions	I - 17
Project Staff	I - 24

SECTION II RATIONALE AND PROGRAM MODEL

Rationale	II - 1
Definitions of Salient Concepts	II - 2
Propositions	II - 13
Support for the Rationale	II - 17
Undergraduate Preparation Program Model	II - 30
Modular Experience Organization	II - 30
General-Liberal Education	II - 33
Scholarly Modes of Knowledge	II - 37
Professional Use of Knowledge	II - 40
Human Learning	II - 43
Clinical and Field Experience	II - 45
Teacher Specialization	II - 50
Illustrative Scope and Sequence	II - 52

Continued Professional Development	II - 54
Program Evaluation and Development	II - 57
Management	II - 59

SECTION III

CLINICAL EXPERIENCES

The Career Decision Seminar	III - 2
Clinical Experiences	III - 7
Clinical Behavior Style	III - 10
Clinical Experience Sequence	III - 41
Clinical Sequence Modules	III - 49
Interpersonal Process Phase	III - 116
Basic Method	III - 117
Variation Employed for Teacher Preparation	III - 128
New Experiences	III - 137
Interpersonal Process Modules	III - 144
Field Experiences	III - 158
Illustration: Training Inner City Teachers	III - 159
Sequencing Field Experiences	III - 167
The Clinic School	III - 169
Pre-internship Practicum	III - 174
Internship	III - 177
Field Experience Modules	III - 186

SECTION IV

GENERAL - LIBERAL EDUCATION

Introduction	IV - 1
Humanities	IV - 7
I-Introduction to the Humanities	IV - 14
I-Literature	IV - 34
I-Art	IV - 47
I-Music	IV - 55
II-The Question of Value	IV - 64
II-Classics of the West-An Overview	IV - 79
II-The American Quest	IV - 109
III-The Non-West: Humanities in Sub-Saharan African Civilization	IV - 146

Social Science	IV - 184
Anthropology	IV - 197
Sociology	IV - 214
Political Systems	IV - 237
Natural Science and Mathematics	IV - 251
Science	IV - 251
Mathematics	IV - 270
Modes of Inquiry Seminar	IV - 287

VOLUME II

FOREWORD

TABLE OF CONTENTS

SECTION V

SCHOLARLY MODES OF KNOWLEDGE

Introduction	V - 1
Linguistics	V - 4
Communication	V - 46
Literature for Children	V - 84
Fine Arts	V - 136
Art	V - 138
Dance and Drama	V - 160
Music	V - 187
Social Science	V - 198
Science	V - 252
Mathematics	V - 298
Program for Specialists	V - 328
Social Science	V - 344

SECTION VI
PROFESSIONAL USE OF KNOWLEDGE

Introduction	VI - 1
Reading	VI - 6
Language Arts	VI - 102
Social Studies	VI - 143
Science	VI - 192
Mathematics	VI - 265

VOLUME III

FOREWORD

TABLE OF CONTENTS

SECTION VII
HUMAN LEARNING

Introduction	VII - 1
Behavioral Science Research Based Study of the Growth and Development of the Pre-School Child	VII - 7
Introduction	VII - 9
Modules	VII - 52
Behavioral Science Research Based Study Focused Upon Educational Psychology	VII - 75
Introduction	VII - 78
Modules	VII - 132
Behavioral Science Study Focused Upon Social Philosophical Foundation of Education	VII - 202
Introduction	VII - 205
Modules	VII - 223
Advanced Behavioral Science Research Based Study Focused Upon Educational Psychology	VII - 264
Introduction	VII - 266
Modules	VII - 326

SECTION VIII

CONTINUED PROFESSIONAL DEVELOPMENT

Clinic School Network	VIII - 2
Network Objectives	VIII - 3
Network Organization	VIII - 4
Network Personnel	VIII - 6
Resourced Teaching	VIII - 8
Core Experiences	VIII - 9
Individual Experiences	VIII - 10
Information Services	VIII - 11
Educational Media Specialist	VIII - 15
Curriculum Development	VIII - 20
Learning and Discovery Program	VIII - 26
Qualifications for Entrance	VIII - 60
Associate Teacher	VIII - 64

SECTION IX

EVALUATION, PROGRAM DEVELOPMENT, AND MANAGEMENT

Introduction	IX - 1
Management-Planning Subsystem	IX - 8
Program Development Subsystem	IX - 16
Information Retrieval Subsystem	IX - 28
Evaluation Subsystem	IX - 37
Clinical Experiences Subsystem	IX - 49
Summary	IX - 70

SECTION X

INFORMATION STORAGE AND RETRIEVAL SYSTEM

Value Systems, Management, and Selection of Information . . .	X - 1
Establishing an Information System for Experience Modules . .	X - 5
Information System to Relate Student Effort to Experience Modules	X - 20
Extensions of Information System	X - 44
Hardware and Software Needed to Implement Main Ideas in Program	X - 49
Operating the Experience Module Program on a Shoestring . .	X - 57
Irregular Symbols	X - 63

BEHAVIORAL SCIENCE ELEMENTARY TEACHER EDUCATION PROGRAM

Michigan State University

ABSTRACT

A changing society demands comprehensive changes in its educational system, and the young, rapidly growing discipline of the behavioral sciences provides systems of knowledge and inquiry which are relatable to the task of building a suitable teacher preparation program for elementary education. The Behavioral Science Elementary Teacher Education Program (BSTEP) is a comprehensive program based on the content and modes of inquiry of the behavioral sciences.

This program model emphasizes developmental clinical experiences which begin in a prospective teacher's freshman year and continue through a full year of internship. The five major areas of the program model are:

1. General-Liberal Education.
2. Scholarly Modes of Knowledge
3. Professional Use of Knowledge
4. Human Learning
5. Clinical Studies

Undergraduate teacher preparation is emphasized, but in-service growth and preparation programs for auxiliary personnel, specialists, and professional instructional leaders are also examined. Program evaluation and development and the various aspects of management are given detailed attention.

DEVELOPMENT OF THE MODEL

The development of a program model such as that outlined above requires the resources of an extensive professional team. Theoretical constructs must be translated into working models and explicit instructional packages and patterns. More than 150 professional people con-

tributed their time, effort, and expertise to the development of this model.

This proposal and its implementation is the product of an effort made by seven colleges in Michigan State University: The College of Arts and Letters, Communication Arts, Social Science, Natural Science, Home Economics, Education, and the University College.

Teams of educationists and scholars in the natural sciences, social sciences, and humanities worked closely together to integrate the program. While the product of their work is extremely important, the dialogue established between professional educationists and academic disciplinarians is even more significant. Interest far beyond that required by their formal commitments was exhibited by team members through their work.

OBJECTIVES

The teacher preparation model with its detailed educational specifications is designed to achieve three major objectives:

1. A new kind of elementary school teacher for the nation's schools --one who is a basically well-educated person who:
 - a. Engages in teaching as clinical practice,
 - b. Is an effective student of human learning, its capacity and its environmental characteristics,
and
 - c. Assumes a role as a responsible agent of social change.
2. A systematic introduction of research and clinical experience into the decision-making process as a basis for continued educational improvement.
3. A new kind of laboratory and clinical base upon which to found undergraduate and in-service teacher education programs.

RATIONALE

The decision to center the professional foundations of the teacher preparation program model upon the behavioral sciences finds strong

support in educational literature. In fact, as Ianni¹ points out, the focus of education on behavioral science is more renaissance than innovation. He writes:

The bond between education and the study of human behavior was first created in classical Greece, the birthplace of the spirit of Western civilization and of the intellectual plan of modern life. For it was an unshakable classical belief that man was worthy and perfectible--perfectible because, unlike other animals, he could follow reason...In other words, education or study was regarded as the primary human activity, the source of all rational behavior in man...

Today, looking to the past as well as to the future, we are proposing to seek perfection in all men everywhere, and education is once more the primary means to this end...The problem of education is the problem of culture and the problem of culture can be approached only through the study of man--a study we have described as the behavioral sciences.

Kahn and Weiner² add:

The crucial issue facing man today is the question of how to plan the future so that man--the human spirit--will be master rather than slave...It is clearly desirable to have some concept of the alternative futures toward which policies may tend before the policies are formulated. Otherwise, points of no return may be passed without any conscious awareness that the panoply of choices is so great and the future so uncertain.

This program model uses the term behavioral science to mean those inquiries--their methods and their findings--which constitute reliable and valid sources of enlightenment about the human, his nature and his condition. Accepting "science" to mean the orderly inquiry and correlative amassing (organizing) of tested knowledge about the natural universe, its structures and its organisms, behavioral science delimits the meaning to man as a behaving creature, particularly emphasizing the interaction of man and environment, man and man--

¹ Francis Ianni, Culture, Systems, and Behavior: The Behavioral Science and Education, (Chicago: Science Research Associates, Inc., 1967), pp. 1618

² Herman Kahn and Anthony J. Weiner, The Year 2000: A Framework for Speculation on the Next Thirty-Three years, (New York: MacMillan Co., 1967), p. 357

individually and in groups, in terms of intellectual and physical elements.

Another concept of particular importance to the professional teacher envisioned in this preparation program is clinical behavior style. A step in the direction of professionalizing education is the regularizing of the behavior of practitioners. A sturdy basis for this step already exists in the practice of learning from experience--a practice generally approved by both teacher and layman. The variable nature of problems with which a professional practitioner deals requires a procedure which can be employed systematically to assure that:

1. The practitioner is taking account of the important elements in each new problem.
2. He is using relevant previous knowledge to develop his understanding of the problem.
3. He is selecting and adapting the plan for treatment or intervention which has the highest probability of success.
4. He will be able to evaluate the consequences of treatment.
5. He will feed into his own experimental learning that which can be learned from the evaluation.

Such a schedule of routine procedures is a professional behavior style, specified in this teacher preparation program model as a clinical behavior style.

The term, clinical behavior style, denotes the particular and stylized set of behaviors and mental processes of a practitioner who has been specifically trained to utilize his client-related experience as a continuing learning experience through which to improve his skills and increase his knowledge. The clinical behavior style appropriate for a professional teacher consists of six phases: describing, analyzing, hypothesizing, prescribing, treating, and observing consequences. The last activity, observing consequences of the treatment administered, in turn leads to the first, describing the changed situation, to begin a recycling of feedback.

This teacher preparation program model illustrates through its own format what is meant by the phrase, clinical behavior style of teaching. The rationale, for example, represents the phase of proposing or hypothesizing. One of the opinions or beliefs which led to the program

in its present form is that a prospective elementary school teacher should be taught how to teach, not how to conduct research, but that in his preparation to teach he should be guided in developing his ability to understand reports of research and to translate the reported findings into his teaching practices. It is believed that more educational practices will be based on articulated defensible knowledge if efforts to bridge the communications gap between researchers and practitioners are made from both sides of the gap.

Another belief which influenced the development of this program model is that a trainee, since teachers tend to teach as they have been taught should be exposed to the kind of professional teaching behavior he is expected to attain. The teacher preparation program must itself be a model of creative teaching, continual critical self-evaluation, disciplined inquiry and exploration, rational innovation, and professional cooperation among various disciplines and specialties.

THE UNDERGRADUATE TEACHER PREPARATION PROGRAM MODEL

A teacher preparation program, built upon the principles and techniques of behavioral science, demands an interdisciplinary approach. Each branch of knowledge contributes its own unique content and modes of inquiry to the total program, and as a result the student experiences the comprehensive character of organized knowledge as it relates to human behavior.

The five major curricular areas are General-Liberal Education, Scholarly Modes of Knowledge, Professional Use of Knowledge, Human Learning, and Clinical Experiences.

Explicit content and instructional recommendations for implementing these areas are presented as short, single-purpose experience modules. Each module is directed toward the accomplishment of a particular behavioral objective, is reported and filed in a uniform manner, and can be used for individualized instruction. These modules are grouped into clusters which, for the purposes of administration and communication to the academic community, are described as "components" with quarter-term credit weightings.

This modular approach implements the particular values expressed through this project:

1. The value of specifying behavioral objectives
2. The value of precise description of instructional experiences
3. The value of multiple-path programming to provide for the specific needs of different trainees
4. The value of providing for curricular change through continuous testable small-scale alterations rather than sporadic general upheaval.

More than 2700 modules were written and included in the program. An illustrative module is found on the next page of this abstract with brief descriptions of some parts. These modules have been stored in a specially designed information retrieval system, and can readily be retrieved in their most current form. Through transfer of data cards or computer tapes, a college or university can obtain their own copy of the program.

GENERAL-LIBERAL EDUCATION

A broad, basic core of general-liberal education designed to foster individual fulfillment and to prepare citizens for participation in a democratic society is necessary in teacher preparation. Students learn to understand the role language plays in a society, to comprehend the physical and biological aspects of the world, to understand differing cultures, to become more sensitive to their own role in modern societies, to grasp relationships as expressed in mathematics and to conceptualize man's potentialities. All these objectives serve the purpose of a broader objective: to relate the teacher-trainee's knowledge to the study of human behavior.

General-Liberal Education is divided into three components: humanities, social science, and natural science. Humanities involves the student in questions of value such as: "What is man?", "What is the good, the true, and the beautiful?", and "What should man live for?" The student begins his study of humanities with a workshop laboratory experience in the disciplines of literature, art, and music. In a subsequent series of experiences, he explores the basic issues of western man, classics of the west, and the American Quest. Exposure to the thoughts, institutions, and arts of the non-western world expand the student's view by sensitizing him to cultural biases.

Line number
(digits 6-8)

Unique module number
(digits 1-5)

★OBJECTIVES LEARNER DIAGNOSIS FUNCTIONAL READING OF ONE PUPIL AND
TEACHES ONE FUNCTIONAL READING SKILL BASED ON DIAGNOSIS.
★PREREQUISITE SUCCESSFUL COMPLETION OF PREVIOUS MODULES IN SECTION VIII
AND OF SECTIONS I-VI.
★EXPERIENCE WORKING IN A TUTORIAL SETTING LEARNER DIAGNOSIS
FUNCTIONAL READING SKILLS OF ONE PUPIL AND USES THAT
DIAGNOSIS TO TEACH THE CHILD ONE FUNCTIONAL READING
SKILL, LESSON IS VIDEO-TAPED AND LEARNER EVALUATES HIS
WORK WITH HELP OF INSTRUCTOR,
OTHER (SPECIFY) TUTORIAL, COLLEGE
VIDEO-TAPING EQUIPMENT,
GRADES 3-4 GRADES 5-8
ALL CANDIDATES
2
★SETTING LEARNER CORRECTLY DIAGNOSIS FUNCTIONAL READING SKILLS OF
★MATERIALS ONE PUPIL AND APPLIES APPROPRIATE TECHNIQUES AND
★LEVEL MATERIALS IN TEACHING THE PUPIL ONE FUNCTIONAL READING
★GENERAL SKILL,
★HOURS FUNCTIONAL READING INSTRUCTIONAL PRACTICE CLINICAL
★EVALUATION
★FILE

006690016
006690017
006690018
006690019
006690011
006690012
006690013
006690014
006690015
006690010
006690005
006690008
006690007
006690006
006690020
006690021
006690022
006690023
006690009

Level -- For pre-school teachers; grades 1-4; grades 5-8; all candidates

General -- General Classroom Teacher, Subject Specialist or both

Hours -- Approximate time for student to complete experience

File -- Index terms under which this module filed

The social science component introduces the student to the nature of the social science disciplines including geography, anthropology, sociology, political science, and economics. These fields are represented as systems. Geography, for example is represented as a fundamental ecological system, anthropology as a cultural system, sociology as a social system. Through a carefully structured sequence of experiences, the decision-making modes of social scientists are explored. The student becomes aware of the interaction among social forces and their impact on education.

The natural science component includes mathematics with its development of logic and mathematical proof. The first two modular clusters in this series draw heavily on a historical view of man's concept of the universe and of his theories concerning his own role. The final cluster presents an overview of mathematics, emphasizing the unique contribution of patterns and relationships between science and man.

A "Modes of Inquiry" seminar completes the General-Liberal Education pattern. This seminar deals, in a flexible and creative way, with the need of students to see the common aspects of all scholarly endeavors.

SCHOLARLY MODES OF KNOWLEDGE

Scholarly Modes of Knowledge differs from General-Liberal Education in two essential ways: the content included in Scholarly Modes of Knowledge is more directly applicable to teaching in the elementary school, and the modes or styles of inquiry of scholars are stressed. The component parts of the study of Scholarly Modes of Knowledge are linguistics, communication, literature for children, fine arts, social science, natural science, and mathematics.

The basic goals of the linguistics component are to explore the nature of language as it has been determined by linguistic research; to distinguish facts from emotionally-based or culturally-determined views about language; and to investigate those results of contemporary research on the grammar of English which are directly relevant to the student's future role as an elementary school teacher.

Emphasis is placed in the communication component on verbal and non-verbal communication patterns. Simulated experience with cross-cultural contacts aids the student to understand himself and his feelings toward others; and as he increases his understanding of self

and others, he is expected to analyze his encoding and decoding of messages and his choice of channels.

The study of literature for children combines the literary arts and the graphic arts. The characteristics of the genres of literature and the media and styles of art used by artists to illustrate children's books are studies, as well as the techniques and materials that the teacher can use to create an environment in which children enjoy and appreciate excellent literature.

The fine arts are considered in three aspects: art, music, and dance and drama. Emphasis is on the respective mode of perception and creativity of each area: visual, aural, and motor. Teaching art values, concepts, and productive behavior in children forms one basic concern in the program. The aural mode of perception is encouraged through music, while dance and drama provide an opportunity to respond aesthetically through the use of the whole person. The bodily form of expression and communication in dance and drama provide the future teacher with experience in objectifying in motion inner feelings and thoughts.

The Social Science component is devoted to social science theory and research. It emphasizes the interaction that takes place between personality and basic social systems. How, for example, does an individual affect the society of which he is a part? What role does society play in the life of the individual? The nature of conflict involved in these interactions and the decision-making process is a prevailing theme of the section.

Science experiences are designed to develop the prospective elementary teacher's competency in the use of ideas and materials appropriate to elementary school science. Examples are taken from geological, biological, and physical sciences.

Providing a basic background for teaching elementary school mathematics directs the choice of content and method of approach for the mathematics component. The foundations of arithmetic, algebra, and geometry form the basic core of the program. Experiences in Scholarly Modes of Knowledge are interrelated with those in Professional Use of Knowledge and Clinical components. Thus, as the student learns mathematical content through lectures or directed independent study, he can practice the concept immediately in a mathematics laboratory, consider the implications for professional use, and employ his knowledge in a field setting.

PROFESSIONAL USE OF KNOWLEDGE

This area provides an opportunity for the student to learn how to translate knowledge into educational action in classrooms and communities. Building upon General-Liberal Education and the study of Human Learning and integrating with the work done in Scholarly Modes of Knowledge, this area, Professional Use of Knowledge, focuses upon the study of instructional strategies used in the elementary school. Simulated and live contact with elementary-school-age children is planned. The component areas are reading, language arts, social studies, science, and mathematics.

Reading is organized to develop competencies in the teaching of basic developmental skills, readiness and beginning reading, recreational reading, and reading in the content areas. The experiences are designed to develop knowledge, comprehension, application, and analysis of reading methodology.

The Language Arts component focuses on the skills involved in listening, speaking, writing, and the supportive tool skills of spelling and handwriting. The strategy for study in these skills includes an examination of the objectives, instructional procedures, and evaluation techniques for each of the language arts through analysis of several programs in elementary schools.

Responsible, informed decision-making is the dominant theme pervading the entire social studies area. This theme is articulated in Professional Use of Knowledge in two ways: by sensitizing undergraduate students to the range of decisions they are likely to encounter as teachers of the social studies, and by giving them actual experiences in making these decisions. A wide variety of instructional settings provide the foci for teaching decision-making to prospective social studies teachers. These include actual and simulated experience in elementary classrooms, micro-teaching, self-study projects, and many different kinds of laboratory and field experiences.

In auto-tutorial, small and large group approach, students are involved in a multi-dimensional approach to elementary science philosophy, curricula, methods, skills, materials selection, media utilization and evaluation techniques. The professional appraisal of role in establishing procedures of scientific inquiry, attitudinal change and experimental design necessarily reflect societal as well as technological issues and problems.

In mathematics, the student has an opportunity to translate the mathematics learned in Scholarly Modes of Knowledge into instructional strategies for children. He becomes aware of the instructional dimensions to be considered in planning for related clinical activities.

HUMAN LEARNING

Specific study in the curricular area, Human Learning, occurs twice in the undergraduate program. Exploring human capacity for learning, understanding environmental systems, and inquiring into cognitive development are the three basic behavioral areas which planned educational experience must bring into interaction. The first contact with systematic study of human learning occurs early in the prospective teacher's undergraduate program; the second occurs during the senior year, concurrent with internship. At this time the student studies the environmental systems which influence the growth of the human being and with which the educational process must be concerned. With increasing urbanization in American society and a changing cultural orientation, tools of inquiry in analyzing societal forces and experience in using the tools of inquiry in actual situations are important assets to teachers. As one experiences toward mastering the use of the methods, concepts, and principles of environment investigation, students make an analytical study of their teaching community during internship.

CLINICAL EXPERIENCES

To develop and expand a prospective teacher's facility in employing the clinical behavior style in teaching, progressive intensity of a pre-professional contact with children and schools is built into the preparatory program. Clinical procedures are analyzed and practiced through both simulated and actual situations. Four phases of clinical experience are described:

1. tutorial
2. career-decision seminar
3. analytical study of teaching
4. team teaching and internship

During internship, trainees are assigned full-time to an elementary school classroom for an academic year. They assume autonomy and responsibility for classroom activities under the guidance of an intern consultant, and they receive significant assistance from university and school district resources. A unique cooperative school district-university fiscal arrangement for internship staff provides for five interns to be assigned to five elementary teaching stations under the direction of an intern consultant. The combined salaries of these six people is equated with that of five beginning teachers, thus insuring supervision as a built-in part of the program.

TEACHER SPECIALIZATION

Program differentiation and specialization for the teacher-trainee occurs along two dimensions:

1. The amount and area of subject-matter specialization
2. The age of pupils to be taught

The development of the middle school and team teaching are two organizational approaches which require teachers with strong subject-matter competency. Further, experimental curriculum movements in mathematics, science, social science, and language demand increased expertise on the part of the teacher. As a result the role of subject-matter specialist is emerging in the elementary school,

Differences in the ages of children also require differences in the backgrounds of teachers. Professional translation of human study is focused upon the unique needs of each group of children. Program branching, therefore, is provided those students planning to teach pre-school, primary school, and middle-school children.

CONTINUED PROFESSIONAL STUDY

The completion of pre-service teacher education requirements is only the beginning of a professional teacher's development. Joint responsibility by schools and universities for the in-service education of all professional and auxillary personnel is a necessity today.

This program model is predicated upon joint responsibility by several educational agencies for the continuing education of teaching staff. A Clinic-School Network is established to promote continual feedback and development of the program. A college or university works with one or more school systems. Larger programs incorporating several clinic-school centers could function as a network.

Elementary schools become the clinic setting for pre-service teacher development. They furnish the basis for material upon which the undergraduate program is built, and they become the testing ground for teacher education theories. Prospective teachers observe pupils there and analyze teacher-behavior patterns. Interns teach there. University staff work there in developing appropriate materials for undergraduate instruction.

In a similar manner the university and the elementary school cooperate to promote the continuing education of practicing teachers. Through joint school district-university arrangements, seminars are developed. University scholars become sources of assistance in specific school studies concerned with improving instruction. Human and material resources from both the local school system and the teacher education institution assist beginning teachers. Building upon intern experiences, skill in utilizing inquiry modes is further extended through a variety of learning situations.

Advanced study in the behavioral sciences for practicing teachers is directed toward a more sophisticated understanding of the variety of environments within which children develop, and the creation and utilization of the diagnostic, prescriptive, and evaluative tools for working with them in the school-community situation.

A small proportion of post-MA teachers with highly developed clinical stances, leadership ability, and demonstrated success in teaching may be selected for extensive training in professional leadership. Such personnel would become catalyzers for further development and refinement of the clinical stance in teacher education. They would work with undergraduates, serve as team leaders in instructional team-teaching situations, be intern consultants, develop elementary school and university curriculum materials, be elementary school principals, and assist with elementary pupils having unusual or difficult learning problems.

The role and training of one such professional instructional leader,

the media specialist, is described as a paradigm for the others. The need for instructional teams in elementary schools highlights the potential for such positions. One other staff position on such teams, the Associate Teacher, is delineated and a training program compatible with that herein described is outlined.

PROGRAM EVALUATION AND DEVELOPMENT

A viable teacher education program requires a carefully designed, extensive, and workable evaluation system which in turn supports program development. Cognitive, affective, and psychomotor domains must be included in such assessments.

Each modular experience can, potentially, be tested for its contribution to a teacher's development, and test results can be compared with those of alternative experiences. The sequence of modular experiences can be assessed for continuity. Student assessment during the process, information retrieval, built-in check points, professor evaluation, and student performance during internship are some avenues for testing modules. These same procedures are useful in examining the effectiveness of module clusters in the total program.

The teacher education program model is designed for constant evaluation and feedback into the program. With a clinic-school network to serve as a laboratory in many settings (rural, suburban, and inner-city), students learn from different school plants, cycles including teaching, working with interns and teachers, and program development and research. Some experienced teachers from clinic-schools return to college to work with undergraduates. Some of these teachers would contribute through program development, refining teacher behavior analyses, simulation, and micro-teaching while other teachers would focus primarily on educational research. Upper classmen work with students in the Career Decision Seminar. Through designed experiences with educators at other points in their development, trainees move from student-oriented to profession-oriented behavior.

Such regenerating through recycling is integral to the clinical approach emphasized in this model. Not only is the program designed to develop a clinical behavior style in graduates, it also utilizes a clinical approach in its own instruction of students and provides for continued renewal through analysis of the program itself.

MANAGEMENT

An extensive and flexible management system is necessary to support a complex enterprise such as that described above. Five subsystems are included in the organizational plan: Program Development, Clinical Experiences, Evaluation, Information Retrieval, and Management Planning. The management component is designed to employ the same decision-making techniques advocated for teachers. The clinical behavior style permeates every phase of the program.

The Management Subsystem assists the other subsystems, the Planning Board, and the Project Advisory Council in the areas of systems planning, systems development, and systems analysis.

The Program Development Subsystem is responsible for developing and ultimately delivering the non-clinical experiences of students. Program development is accomplished by several means: revision of current modular experiences, input of new ideas or modes of inquiry from scholars in various content areas, the addition of new program tracts, and revision in the clustering and sequencing of instructional modules.

The Evaluation Subsystem assesses the viability of the program and its various components. It consults with program development personnel in precisely stating objectives; it mobilizes the instruments and analytical techniques of the behavioral sciences to observe, measure, and assess the overt actions of individuals and groups; and it suggests research designs to study program effectiveness.

The information retrieval subsystem supporting this program model provides, among its many services, data on student progress and personal characteristics, relevant factors in clinic-school settings, experience modules within the program, research data, and management data.

The computer's potentialities as a massive and highly accurate filing system commend its use in the project. The procedures of defining the curriculum in the form of experience modules particularly require the sorting, correlating, purging, and replacing of many hundreds of pieces of paper. In addition, helping students keep track of their progress through the various optional and structured paths that this curriculum offers demands the rapid handling of many thousands of bits of data.

The approach to information retrieval set forth in this program model is a modification of the BIRS (Basic Indexing and Retrieval System) programs, a system that was developed by a team of scientists at Michigan State University.

The use, however, of BIRS PROGRAMS does not make an implementing institution dependent on computer services at Michigan State University. In fact, the implementing institution may want to provide its own computer programs for information retrieval (if they already have such resources), in which case the data cards which now contain the project's file of modules can be easily replicated for transfer to their own system.

SECTION I

OVERVIEW

Behavioral Science Elementary Teacher Education Program

Michigan State University

1968

SECTION I

OVERVIEW

INTRODUCTION

The teacher preparation program model described in this report emphasizes four unique characteristics:

1. A broad base in the behavioral sciences.
2. Developmental clinical experiences beginning in the freshman year and including a full year of internship.
3. New approaches to organization, content, and emphasis.
4. An interrelated and self-generating system of evaluation --program development--management.

The reasons for emphasizing the characteristics listed above and the relationship this reasoning bears to current professional thought are set forth in the "Rationale" (Section II). These characteristics mark each of the five major areas of the program model: general-liberal education, scholarly modes of knowledge, professional use of knowledge, human learning, and clinical studies. Each area is described briefly in this introduction, and the function of each area in the undergraduate teacher education program is explained in Section II. Specific experiences and content designed for each area are detailed in the remaining sections of Volume I and in Volumes II and III. Volume III also presents the teacher preparation model as it applies to the practicing teacher, to ancillary personnel, and to management, evaluation and program development.

Descriptions of the program model and presentations of specific experiences and content in the five major curriculum areas are marked by certain basic understandings which can be stated as follows:

1. The undergraduate program of each student includes:
 - a. A broad, basic core of general-liberal education.
 - b. A study of human learning based upon behavioral science concepts and research.
 - c. An analytical study of the teaching act in differing types of educational environments.
 - d. A review of the fields of knowledge in terms of their structure and content, stressing concepts and sequence in developing disciplines with emphasis on the methods of inquiry and learning characterizing modes of scholarly endeavor in different disciplines.
 - e. A year of intern teaching in a school district as part of an instructional team recruited from the university and the local district.
2. The opportunities for teachers in service are increased by the strengthened professional leadership role made available to experienced and highly competent teachers who may become curricular innovators, consultants, team leaders, and intern consultants.
3. The on-going educational program of the schools is continually revitalized by movement of personnel, materials, and information which in turn establishes a continual flow from theory to practice to theory.

OBJECTIVES

The teacher preparation program model, with its detailed educational specifications and implementations, is designed to achieve three major objectives:

1. A new kind of elementary school teacher for the nation's schools --one who is a basically well educated person and who:
 - a. Engages in teaching as clinical practice;
 - b. Is an effective student of human learning, its capacity and its environmental characteristics;
 - c. Assumes the role of a responsible agent of social change.
2. A systematic introduction of research and clinical experience into the decision-making process as a basis for continued educational improvement.
3. A new kind of laboratory and clinical base upon which to found undergraduate and in-service teacher education programs.

SPECIAL FEATURES

The program model incorporates features as broad and varied as modern technology, advanced concepts of human behavior study, general-liberal education, and professional translation of educational principles into teaching strategies for a wide variety of environments. The comprehensiveness of the plan will become evident as the reader studies the description of the program model in the second section of this report and reads the detailed specifications in subsequent sections.

1. The teacher education program is comprehensive. A changing society demands comprehensive changes in its educational system. Improvement of one phase, such as professional education experiences, without concurrent attention to the total supporting knowledge-inquiry framework can only result in a patchwork job, no matter how well engineered the patch may be. The

broad leap in teacher education envisioned in this model requires articulation of general-liberal education experiences, extended content specifically related to the curriculum of elementary schools, and professional education. Such articulation is explicitly described as it has been developed by scholars in the relevant fields.

2. The total undergraduate program recognizes a major objective--elementary teacher preparation with emphasis upon the clinical approach to analysis of human behavior. Teams of curriculum writers designed the undergraduate program to include the perspective and the special competencies of various disciplines. For example, a prospective teacher's understanding of human behavior can be increased appreciably by reading a carefully selected work on literature.
3. The program is designed to focus the skills and knowledges of behavioral scientists on educational problems, translating research into viable programs for pre-service and in-service teachers. The study of human behavior undergirds all teaching. Increased technology in school is not diminishing the role of the teacher; rather it is accenting the search for teachers who are responsive to the needs of individual pupils. The theories, knowledges and strategies of behavioral scientists provide a basis for the development of such responsiveness.
4. Cross-cultural studies are woven into the fabric of the program. Cultural biases cloud most minds. Such biases become particularly evident in ghetto schools when middle-class teachers cannot comprehend ghetto children's value systems. To sensitize prospective and in-service teachers to unfamiliar cultures and to enable them to recognize and appreciate the varying postures assumed by people of other cultures, specific experiences are planned. In the humanities, for example, special attention is given to the study

of African, southeastern Asian, and Indian cultures. Actual and simulated experiences with children through clinical studies are arranged in varied socio-economic American settings. Particular emphasis is placed on the understanding of inner city cultural patterns.

5. Evaluation is integral to the total program. Continual appraisal of selected experiences and of the total program permeates the enterprise. The evaluation is designed to supply information necessary for program development and refinement. No program can be a final answer to the educational needs of today, much less to those of tomorrow. This program model provides specific evaluation and development phases which are necessary catalysts in an ever-improving program.
6. The program provides techniques to facilitate the use of new strategies. The research tools of behavioral scientists are expanding extremely rapidly at the present time and will continue to do so. The next few decades are likely to see a surge of input knowledge, theories, and strategies in the behavioral sciences similar to that which has already occurred in the natural sciences. Schools must put these strategies to use without the long, painful time lag usually associated with man's social development.
7. Through a number of simulated experiences, prospective teachers explore their own feelings toward others and toward themselves, discuss them in small groups, and consider their reactions to potentially traumatic interpersonal relations. The affective domain of human development has long been neglected in formal schooling. The model program recognizes the need for correcting this neglect.
8. Single-purpose experiences (modules) have been grouped into clusters for more ready implementation by teacher

education institutions geared to term and semester credit-hour structures. At its most explicit level this teacher preparation model program is described in short, discrete, single-purpose experiences or modules. Each module is designed to help meet a specific behavioral objective. These modules can be sequenced into individualized instructional programs for preparing elementary teachers.

9. The program is designed to educate teachers for a wide variety of school settings. Because of the emphasis on situation analysis, prospective teachers can understand many types of communities in addition to the currently emphasized "inner city" and "subur bia."
10. Modern technology is harnessed but within a sound theoretical framework of teacher education. Educators have all too often become fascinated with "hardware" and "software," losing sight of their objectives and undergirding philosophy in technological innovations.
11. The resources of an educational network are garnered to improve teacher education. School districts and the university cooperatively contribute to a resource pool designed for improved teacher education. Elementary schools provide the clinical setting for (a) observation and practice by trainees and teachers, and (b) substantive episodes and data for teacher education and its improvement. The university contributes its varied and specialized competencies to the development of the total instructional staff of the school.
12. A management system focuses upon the clinical approach to operation of the teacher education program. Strategies for decision-making, based on adequate information and continual appraisal, characterize the system.
13. An information retrieval system modified from the Basic Information Retrieval System (BIRS) concept

and designed especially for this model, is described. A teacher education program as complex as this one requires an extensive information storage system. Data are included on student personal characteristics, student progress, modular experiences within the program, management procedures, evaluative techniques, clinic school settings, and relevant research in teacher education.

14. The use of an information retrieval system permits ready transport of the program to other colleges and universities. Currently, the first drafts of modular descriptions are on data cards and on computer tape storage. These are readily retrieved and can be modified by other teacher education institutions for use on their own computer equipment. Further, as modifications are made at any of the implementing institutions they also are easily transportable so that all systems are readily updated.
15. The information retrieval system permits ready access to various curricular components. Cross analysis of different parts of the program are possible through an indexing system.
16. Within the program, modifications are made for specialists in various disciplines and for a variety of teaching techniques. Many adjustments are needed to meet the special requirements of mathematics, science, social science, language arts, reading, art, music, and general classroom teaching. Increased attention to team teaching and differentiated instructional roles require specialized programs in these areas.
17. Programs are differentiated for teachers of pre-school children, primary grade children, and middle school children. The delineation of programs for teachers of pre-school children was not included in the original proposal but has been developed and included in this program. The professional and clinical phases

have received particular attention in the differentiation of programs.

18. The teacher preparation program model prepares prospective teachers to be members of a team of educators who direct the instruction of children.

Teacher education must not terminate with the initial teaching assignment, but continue without interruption from pre-service to in-service education. Gradual introduction to ever-greater responsibilities is afforded the student through tutorial experiences, micro-teaching, pre-internship clinical study, and internship. This continues through resourced teaching toward professional instructional roles (team leader, intern consultant, supervisor, curriculum specialist, etc.). The educational media specialist represents one such professional role, and is described as a paradigm for others. Paraprofessionals, including aides and associate teachers also are included on the potential team. A training program for associate teachers is outlined; and teachers-in-training learn to utilize such resources in a team setting.

MAJOR AREAS OF PROGRAM

The division of the teacher preparation program model into five major areas structures a functional framework which applies particularly to the undergraduate preparation program. The areas are clinical studies, general-liberal education, scholarly modes of knowledge, professional use of knowledge, and human learning. The following brief descriptions will provide an overview of the program.

A broad basic core of general-liberal education designed to foster individual fulfillment and to prepare citizens for participation in our democratic society forms a major component in the program. Attention is devoted to understanding the role language plays in society, to comprehending the physical and biological aspects of the world and universe and their constructive social force, to understanding society and culture both in the United States and abroad, to enhancing man's sensitivity to his

own role in modern societies, to conceptualizing information from man's historical past and from the transient present, and to relating all these comprehensions to a better understanding of human behavior. These general-liberal education experiences are organized into three areas: the humanities, social sciences, and natural sciences. Explicit description of these areas may be found in Section IV.

The area referred to as scholarly modes of knowledge builds upon work in general-liberal education extending it on two dimensions. First, the content selected for study is more directly relevant to that included in the elementary school curriculum; and second, the modes of inquiry of scholars in the various disciplines are emphasized. Experiences are developed in the fields of science, mathematics, fine arts, social science, literature for children, communication, and linguistics. The educational specifications for this area are described in Section V.

In the professional use of knowledge, the content and techniques which were discovered in general-liberal education and scholarly modes of knowledge are translated into instructional strategies. Mathematics, science, language arts, social studies, and reading are selected for specialized study. The work in the professional use of knowledge is so designed that it may be pursued separately from the work in scholarly modes of knowledge or the work in the two areas may be integrated into a unified offering. These experiences are delineated in Section VI.

Human learning concerns the environmental systems which influence the growth of human beings. The methods, concepts, and principles of research-based conclusions related to teaching, learning, and motivation are the major emphases of this area. The work of behavioral scientists particularly contributed to the approach utilized. The detailed development of this area is reported in Section VII.

Clinical Studies permeate all aspects of the program. Three distinct elements characterize every clinical experience:

1. They are client related, whether there is actual or simulated experience with pupils.
2. The trainee is responsible for manipulation of one or more instructional variables.
3. The trainee employs feedback to evaluate and improve the effectiveness of his service.

These are carefully developed through a series of experiences involving greater and greater responsibility and autonomy. During the freshman year the student participates in tutorial experiences and in a Career Decision Seminar. These experiences are extended through teamed field experiences and a year-long full-time internship. In addition, experiences are planned to improve a prospective teacher's sensitivity to others, to develop affective as well as cognitive skills, and to extend cross-cultural experiences initiated in other parts of the program.

ADDITIONAL PROVISION FOR TEACHER DEVELOPMENT

In addition to the functional framework of the five major categories, the teacher preparation program involves many other broad and flexible arrangements for assisting the optimum development of teachers.

Throughout the program prospective teachers may specialize by studying in greater depth pre-school children, primary grade children, and middle-school children. Program modifications are described in Section V for those students who wish to specialize as teachers of mathematics, science, social studies, language arts, art, music, reading, or general elementary.

Reciprocal agreements among several educational agencies can create a mutually beneficial arrangement which will be called in this program model a "Clinic-School Network." School districts, professional organizations, state departments of education, teacher education centers outside the university, and the university work together to improve the general education

and professional preparation of both pre-service and in-service teachers. The management aspect of this Clinic-School Network and the implications for continued professional study are outlined in Sections VIII and IX.

Continuing teacher development is the central theme of Section VIII. A description of the potentialities of "resourced teaching" demonstrates the way in which several educational agencies contribute to improved teacher competence. Certain core elements of a professional instructional role are suggested as a possibility for training educational leaders, and advanced study in the behavioral sciences is delineated.

The differentiated instructional pattern toward which American education seems to be moving includes two particularly prominent auxiliary roles which are intended to relieve the professional teacher of certain routine responsibilities and assist him with certain highly specialized ones. The associate teacher works as a paraprofessional in a teamed setting and requires a specific type of training which is described in Section VIII. The media specialist carries responsibility for making available and assisting in the use of the wide variety of communication media resources. After completing the undergraduate program, he specializes in this aspect of curriculum development at the graduate level. The media specialist is suggested as a paradigm for several professional instructional roles in the elementary school.

No educational program is intended to be a finished product. Such an enterprise requires a carefully developed evaluation system which will provide evidence and a development component for translating evaluation evidence into improved program models. A highly efficient management system, employing information retrieval systems and utilizing the perspectives of many people, is needed to operate such a program. Evaluation, program development, management, and information retrieval systems are described in Section IX. Because of the uniqueness of the system, and the potential contribution it can make to the program, information retrieval is described in greater detail in Section X.

DEVELOPMENT OF THE MODEL

The development of a teacher preparation program model such as that outlined above requires the resources of an extensive professional team. Theoretical constructs must be translated into working models and explicit instructional packages and patterns. More than 150 professional people contributed their time, effort, and expertise to the development of this model. Their names, project roles, and institutional affiliations are listed at the end of the Introduction. Those whose primary professional concern was teacher education were extremely gratified at the interest and enthusiasm exhibited by scientists and scholars from other fields. Teams of educationists and scholars in the natural sciences, social sciences, and humanities worked closely together to integrate the program. While the product of their work is extremely important in that it represents a beginning point for accelerated improvement in teacher education, the dialogue established between professional educationists and academic disciplinarians is more significant. Interest far beyond that required by their formal commitments was exhibited by team members through their work.

This teacher preparation program model is the product of a joint effort made by seven colleges within Michigan State University: The College of Arts and Letters, Communication Arts, Social Science, Natural Science, Home Economics, Education, and the University College. Deans of the respective colleges formed the Educational Policies Council, deliberated upon policy matters, encouraged senior staff involvement, and generally guided the program's development. Dr. John E. Ivey, Dean of the College of Education, was chairman of this council and provided theoretical as well as practical direction in the project.

A Project Advisory Committee, representing participating colleges and varying educational perspectives, advised the Project Staff on several occasions. This committee was chaired by Dr. William Vernon Hicks, Chairman of the Department of Elementary Education.

The Project Director, Dr. W. Robert Houston, Professor and Director of the Elementary Intern Program, was the chief executive officer for the project. A Project Staff was charged with the development of the plan and the actual writing of these pages. The staff was organized into seven working teams: Humanities, Social Science, Natural Science, Human Learning, Professional Use of Knowledge, Clinical Experiences, and Continued Professional Growth. Each team was guided by a senior faculty member of the university.

Michigan State University has three functioning institutes that are jointly operated by the College of Natural Science, the College of Social Science, the College of Arts and Letters, University College, and the College of Education. These institutes are the Science and Mathematics Teaching Center, the Social Science Teaching Institute, and the Humanities Teaching Institute. Because the staffs of these institutes are concerned with their respective disciplines and also with teacher education they form natural bridges with academic departments. The directors of these institutes coordinated for their respective areas the development of General-Liberal Education, Scholarly Modes of Knowledge, and Professional Use of Knowledge. Dr. Julian R. Brandou guided natural sciences and mathematics, Dr. Daniel Jacobson directed the social sciences, and Dr. Bruce Burke coordinated the humanities.

Members of writing teams were drawn from academic departments throughout Michigan State University, other universities, several school districts, and a number of allied educational agencies. The Director of the Learning Systems Institute of Michigan State University, Dr. Ted Ward, who has long been concerned with translation of educational objectives into clinical practice, coordinated the clinical component. Dr. Don Hamachek, Associate Professor of Educational Psychology and Child Development coordinated the work of clinical psychologists and others who contributed to the section on Human Learning.

Writing teams worked together to insure unity in each area and continuity of the whole. An information retrieval system was used to compare and contrast offerings from the various

components. Team leaders met regularly to maintain liaison within the project.

A suite of offices in one of the living-learning centers at Michigan State University was assigned by the University to the project. The suite included a conference room, nine faculty offices, and a receptionist-typist office. These were used by special staff on short assignments, by editorial and clerical staff, and by curriculum writers who requested office assignments. Other writing team members used their regularly assigned offices. One keypunch machine was located in the project offices, and several others in the University's Data Processing Center.

The use of short, self-contained curriculum units or modules proved to be a valuable technique; a potential was created for individualized instruction, for various groupings of experiences, and for ready revision. A copy of the module reporting form is reproduced on the following page. Pressure-sensitive carbons permitted the writer to retain a copy of his written module description while forwarding the second copy to his component coordinator and the third to the project office. In the project office, keypunch operators translated the written module description onto data cards. These in turn, were fed into a computer-controlled information retrieval system. Printouts from the information retrieval system were used in the main body of this report to describe the curriculum. This phase of the program model was coordinated by Dr. Gary Smith, Wayne State University.

PROBLEMS AND LIMITATIONS

Coordinating the efforts of a large and heterogeneous staff presented a number of problems. One was communication. Scholars from such diverse fields of inquiry as, for example, the humanities and natural sciences hardly speak the same language. Their value systems sometimes conflict and their ways of assessing outcomes vary significantly. Yet their different perspectives are precisely what is needed if the education of the elementary teacher is to be broad.

ELEMENTARY TEACHER EDUCATION PROJECT

MICHIGAN STATE UNIVERSITY
EAST LANSING, MICHIGAN

NAME OF WRITER		DATE	PAGE								
COMPONENT (CHECK ONE BOX ONLY)											
LIBERAL ED	SCHOLARLY MODES OF KNOWLEDGE		PROFESSIONAL USE OF KNOWLEDGE								
☐ HUM ☐ SOC. SCI ☐ NAT. SCI ☐ MODES - INQUIRY	☐ FINE ARTS ☐ MATH ☐ BIO SCI ☐ PHY SCI	☐ SOC SCI ☐ LINGUISTICS ☐ LIT FOR CHILD ☐	☐ MATH ☐ SCI ☐ SOC SCI ☐ READ ☐ LANG ARTS								
☐ HUMAN LEARN ☐ CLINICAL ☐ AUXILIARY PERSONNEL											
EXPERIENCE MODULE: (WHAT IS ONE OF THE VALUABLE LEARNING EXPERIENCES OR ACTIVITIES WHICH YOU WOULD SPECIFY FOR THE PREPARATION OF A TEACHER?)											
SPECIAL MATERIALS REQUIRED											
APPROXIMATE NUMBER STUDENT CLOCK HOURS TO COMPLETE THIS EXPERIENCE? _____		THIS EXPERIENCE SPECIFIED FOR (CHECK ONE BOX FROM EACH LIST) <table style="width: 100%;"><tr><td>☐ GENERALIST</td><td>☐ PRE-SCH.-K</td></tr><tr><td>☐ SPECIALIST</td><td>☐ GRADES 1-4</td></tr><tr><td>☐ ALL CANDIDATES</td><td>☐ GRADES 5-8</td></tr><tr><td></td><td>☐ ALL GRADES</td></tr></table>		☐ GENERALIST	☐ PRE-SCH.-K	☐ SPECIALIST	☐ GRADES 1-4	☐ ALL CANDIDATES	☐ GRADES 5-8		☐ ALL GRADES
☐ GENERALIST	☐ PRE-SCH.-K										
☐ SPECIALIST	☐ GRADES 1-4										
☐ ALL CANDIDATES	☐ GRADES 5-8										
	☐ ALL GRADES										
INSTRUCTIONAL SETTING		HOW FILED									
☐ LARGE GROUP	☐ SMALL GROUP (1-12 STUDENTS)										
☐ INDEPENDENT	☐ OTHER (SPECIFY) _____										
OBJECTIVES: (WHAT IS THIS EXPERIENCE DESIGNED TO ACCOMPLISH?)											
PREREQUISITES: (WHAT ARE THE MOST IMPORTANT ONE, TWO, OR THREE COMPETENCIES OR EXPERIENCES <u>BEFORE</u> WORKING ON THIS OBJECTIVE?)											
EVALUATION: (WHAT WILL TEST WHETHER OR NOT THE STUDENT HAS INDEED ACHIEVED THE OBJECTIVES OF THIS MODULE?)											

I-15

OFFICE COPY

Communication was achieved by directing the attentions of these various staff members toward teacher education within the conceptual framework of the project. (The following "Rationale" presents this conceptual framework.) It is to be expected that some individuals would be more successful than others in adapting their thinking to an unfamiliar frame of reference; therefore the different parts of the program model show some variation in precision of focus.

Another problem grew out of the specialized nature of certain educational techniques. For example, behaviorally stated objectives were unfamiliar to some and a stumbling block for several of the writers. The use of the modular format for curriculum development was new to almost all members of the team, with a resulting time lapse for some before they were comfortable with the device. Several of the earlier-written modules reflect this lag in understanding.

Time was a constant problem--a limitation that was recognized from the beginning of the project. For example, time was lacking for adequate development of all the modules the team wished to include; thus in developing several areas, the team decided to present an overview of the program with a sampling of modular experiences.

Several writing teams continued to write and refine modules until near the end of the project. While the curriculum is relatively consistent within the various components, inadequate time precluded the exhaustive inter-component analysis desired. Some overlaps and gaps occur as a result. One curriculum writer expressed the team's feelings near the end of the project when he remarked, "Now, with our first-draft modules in, we are ready to begin to develop the curriculum!"

The use of computer for storage of program elements proved to be an excellent procedure, and the computer was most helpful in analysis. The primary drawback in the procedure was the extensive time required to keypunch modules. The process is much slower than typing similiar material and the correction of typographical errors is much more difficult.

Pre-school training programs were not included in the original proposal. However, it soon became evident that some attention to this vital area was in order and that a provision for future development must be included in the project. Therefore, three age levels of children have been considered by curriculum writers: 3-6 years, 6-10 years, and 10-13 years. While some additional attention has been given to the education of pre-school teachers in this program model, that area is by no means complete. Further work in the preparation of pre-school teachers is contemplated.

This report represents but one point on the continuum of program development. With additional time a more refined product would have resulted. In the process of implementation, the model will be put to the empirical test, and will undergo further development. Just as an analytical approach is advocated for teacher preparation students, so the program itself includes built-in change as a significant element.

LIST OF DEFINITIONS

Certain terms have been used in a somewhat restricted or specialized sense in this presentation of the teacher preparation program model and they require brief definition. They are grouped into three lists.

1. Terms used in referring to particular individuals involved in the program.
2. Terms used to differentiate the extent of involvement of a trainee in a classroom.
3. Terms used to denote a technical understanding peculiar to the procedures and structure of the project.

Several other definitions of strategic terms are included in the "Rationale" which follows. These terms are:

Simulated experiences	Clinical
Field experiences	Professional
Clinical experiences	Behavioral Science

TERMS USED IN REFERRING TO PARTICULAR INDIVIDUALS

Professor--Regardless of formal academic rank, a faculty member of a college or university is called a professor. No distinction is made among the colleges; faculty members of colleges of liberal arts, sciences, or education are all called professors.

Pupil--Though the word is falling into disuse and may be, for some, old-fashioned, the term pupil is used in this project to refer to the children of elementary and pre-school classrooms. Using pupil to denote children will allow student to be reserved for the collegian.

Student--The teacher education student is referred to as a student, especially in reference to his non-applied studies in college classrooms. The student is also called a trainee in reference to the clinical phase and field experiences of his preparation.

Trainee--Because the phrase "teacher education student" is bulky and "teacher candidate" implies a formality of nomination and selection which is not intended, the term trainee is used to carry the meaning of the phrase "teacher education student." Apologies are extended to any who may object to the term as demeaning of the professional-to-be; it is not intended to carry such implication.

Teacher--Within this report the term teacher carries a specialized meaning denoting an elementary school classroom practitioner or subject area teaching specialist who has completed the bachelor of arts requirements and has been granted a certificate or state license to teach. Although college professors are clearly teachers and trainees are teachers at certain times, the term teacher is not meant to refer to them in this report.

Practitioners--Especially in the sections dealing with theoretical propositions about education as a profession, the term practitioner is used to indicate men and women engaged in teaching. Thus, whether pre-school teacher or college professor,

the teacher in this broad sense is a practitioner. This term is particularly useful in referring to the teacher as a member of a professional group. Much that is said of the practitioner in education can be said of his practitioner counterparts in other professions.

Client-Within those contexts already indicated where practitioner is a more appropriate term than teacher, client is preferred to the terms of learner or pupil. The kinship of education to other professions is indicated by the use of terms which denote the relationship of practitioner to client.

TERMS USED TO DIFFERENTIATE THE EXTENT OF INVOLVEMENT OF A TRAINEE IN A CLASSROOM

Observation--The watching and analyzing which is characteristic of the lowest degree of involvement in a classroom situation is called observation. This activity or experience is commonly practiced in teacher education programs; a unique meaning is not intended when the term is used in this program model.

Participation--Another term already in common use in much the way it is used in this project is participation. This word indicates the interaction which a trainee experiences with pupils when he functions in a role secondary to a given teacher. Thus a participant has certain responsibilities which involve him in experiences with children at a level higher than observation, but at a level of control subservient to some other adult presence.

Responsibility--This term is arbitrarily used to distinguish between participation and experiences wherein the trainee has been assigned specific responsibility for planning and management of an activity. Responsibility denotes a state of authority or control greater than that in observation and participation experiences. Responsibility, in the case of the trainee, covers a wide range of applied assignments: substituting for the teacher for brief periods, assigned continuous responsibility for one small study group, management of one instructional role within a teaching team, micro-teaching and, at the upper extreme, employment as the intern teacher in a classroom.

TERMS USED TO DENOTE A TECHNICAL UNDERSTANDING PECULIAR TO THE PROCEDURES AND STRUCTURE OF THE PROJECT

The originating institution--Michigan State University is indicated in the report as the originating institution. The effort which went into the project was truly university-wide involving an extensive professional team composed of faculty members from seven different colleges within Michigan State University.

Implementing institution--The project and its product were designed to produce a teacher education program which could be implemented at other institutions as well as at the originating institution. Thus a general term, implementing institution, is used to refer to the college or university which is engaged in actually setting up this program. The assumption is that several implementing institutions will be identified and that, though essentially instrumented according to the specifications in the project, each implementation will differ in important ways as local needs and resources are considered. Provisions are made for responsible variations in the design.

Implementing faculty--The term implementing faculty is closely related to the term implementing institution but recognizes further that the men and women who will actually be charged with providing the experiences specified in the report will be in control of the implementation. The implementing faculty, therefore, must be charged not merely with carrying out the letter of the specification, but more importantly, with the thorough comprehension of the essence of these ideas and the creative application of their meaning in terms of the implementing institution's own needs and resources.

Teaching--No effort has been made to create a new definition of teaching. The report concerns the teaching of a teacher or teaching teachers to teach. A view, therefore, must be given of teaching itself. The definition offered is intended to be comprehensive enough to account for the various human acts which result in learning, yet specific enough to provide for the development of conceptual models.

In general teaching is defined as human behavior which results in a change in human behavior. Typically, in multi-party teaching (teacher and students or two or more students teaching one another) there are two distinct roles implied in the word teaching: teacher and learner. (The fact that the teacher may also be a learner or that these roles may interchange is recognized.)

Design of a preparation program for the professional teacher role requires still further detailing of the process of teaching. It is the theoretical position of the report that teaching, or at least important aspects of teaching as a human process, can be viewed as rational behavior. Granting that much of the finesse of teaching may constitute an as yet undefined art form, it is contended that the most "teachable" aspects of teaching are those which can be defined as rational processes. Teaching therefore, is a rational process of taking account of the characteristics of a situation and the persons therein in order to carry on some intervening activity which is thought to have a probability of inducing some intended change in the learner. An important advantage of this view of teaching as a rational process is that it allows the use of analogies and design techniques drawn from communication and system analysis. Teaching, then is a systematic process in which there are input variables, processing variables, and output variables.

Instruction -- The word instruction is used interchangeably with teaching. Some writers within the task forces of this project make a subtle shift in certain contexts by using instruction to refer to the more formal cognitive output of the teacher and reserving teaching for the comprehensive and affectively loaded interactions. Yet since self-instruction and self-teaching are completely interchangeable as representing the teacher-less teaching which a learner carries on for himself, the distinction between instruction and teaching seems so small as to be, for this project, insignificant.

Information retrieval --Management of masses of curricular information and student data requires an approach not yet common in education. The computer's potentialities as a massive and highly accurate filing system commend its use in the project. Particularly the procedure of defining the curriculum in the form of experience modules requires the sorting, correlating, purging and replacing of many hundreds of pieces of paper. In addition, helping students keep track of their progress through the various optional and structured paths offered by this curriculum demands the rapid handling of many thousands of bits of data.

Information retrieval, the use of modern computer to store and retrieve verbal and quantitative information, is the procedure stipulated to deal with the information management aspect of this program model, both in its original design and in each institutional replication. The approach to information retrieval set forth in the project is a product of research and development carried on at Michigan State University under previous and current contracts from the Office of Education, HEW, and has been carefully adapted to the requirements of the project by researchers at Michigan State University and Wayne State University.

BIRS Programs --References to the BIRS programs are most easily understood as indicating the particular computer programs available for operation of the information retrieval tasks specified in the project. The Basic Indexing and Retrieval System (BIRS) programs were developed by a team of scientists from the Learning Systems Institute, the Human Learning Research Institute, and the Computer Institute for Social Science Research at Michigan State University. Dr. John F. Vinsonhaler, Director of the educational information management section of the Learning Systems Institute has received grants from the Office of Education (HEW) to produce this series of general-purpose programs for the educational community at large. The system is now operational in part or whole at 14 universities and other educational institutions. At present more than fifty separate projects across the United States utilize BIRS programs for managing curricular, library, and file data.

The BIRS programs were designed to be maximally "flexible" (allowing a wide range of uses and local options in their implementation), maximally "machine-independent" (Not requiring peculiar computer hardware configurations), minimally "code-oriented" (allowing their use by persons not specially trained in computer use), and maximally "common in computer language" (allowing the physical transfer of programming tapes--or discs--and file tapes--or discs--from one computer to another among a wide variety of computer brands and models). The use of BIRS programs in no way makes an implementing institution dependent on computer service at Michigan State University. In fact, the implementing institution may want to provide its own computer programs for information retrieval (if they already have such resources), in which case the data cards which now contain the project's file of modules can be easily replicated for transfer to the implementing institution's own system. In fact, one service already provided for each implementing institution is a basic deck of data cards ready for copying (on the computer) for transfer to the implementing institution.

Adjunct experience -- Certain field experiences are so specifically related to given on-campus classroom experiences that they must be viewed as an immediate extension of the college classroom. The field experiences which should be seen as specific ancillaries of the student's non-field studies are called adjunct experiences. The full term and its abbreviation, adjunct, are used in a number of the experience modules to call the reader's attention to the close relationship between the field experience module and a specific on-campus classroom module.

PROJECT STAFF

EDUCATIONAL POLICIES COUNCIL

<u>Name</u>	<u>University Assignment</u>
Ivey, Dr. John E., Chairman	Dean, College of Education*
Winder, Dr. C. L.	Dean, College of Social Science
Byerrum, Dr. Richard U.	Dean, College of Natural Science
Bain, Dr. Jack M.	Dean, College of Communication Arts
Carlin, Dr. Edward A.	Dean, University College
Varg, Dr. Paul A.	Dean, College of Arts and Letters
Lee, Dr. Jeanette A.	Dean, College of Home Economics

PROJECT ADVISORY COMMITTEE

<u>Name</u>	<u>University Assignment</u>
Hicks, Dr. William V.,	Professor and Chairman, Department of Elementary Education*
Sarbaugh, Dr. Lawrence	Assistant Professor, College of Communication Arts

*Unless otherwise noted, staff are faculty members at Michigan State University.

Artis, Dr. Jay W.	Professor, College of Social Science
Wright, Dr. Robert L.	Professor, University College
Tomber, Dr. Marvin	Professor, College of Natural Science
Alonso, Prof. Noah	Associate Professor, College of Arts and Letters
Borosage, Dr. Vera	Assistant Professor, College of Home Economics
Dean, Dr. Leland	Associate Dean and Director, School of Teacher Education, College of Education
Hawley, Prof. William	Professor and Associate Dean, College of Education
Ward, Dr. Ted	Professor and Director, Learning Systems Institute

ADMINISTRATIVE STAFF

<u>Name and Project Assignment</u>	<u>Professional Assignment</u>
Houston, Dr. W. Robert Project Director	Professor of Elementary Education and Director, Elementary Intern Program*

*Unless otherwise noted, staff are faculty members at Michigan State University

Brandou, Dr. Julian R. Coordinator, Science and Mathematics Component	Associate Professor and Director, Science-Mathematics Teaching Center
Burke, Dr. J. Bruce Coordinator, Humanities Component	Associate Professor and Director, Humanities Teaching Institute
Hamachek, Dr. Don Coordinator, Human Learning Component	Associate Professor of Educational Psychology and Child Development
Hawley, Prof. William Fiscal Officer	Associate Dean, College of Education
Jacobson, Dr. Daniel Coordinator, Social Science Component	Professor of Geography and Education, and Director, Social Science Teaching Institute
Ward, Dr. Ted Coordinator, Clinical Experiences Component	Professor and Director, Learning Systems Institute

CURRICULUM SPECIALISTS AND CONSULTANTS

<u>Name and Project Assignment</u>	<u>Professional Assignment</u>
Akatiff, Dr. Clark Social Science	Assistant Professor of Geography
Baird, Dr. Reed Humanities	Assistant Professor of American Thought and Language
Bandy, Richard Consultant, Cross- Cultural Studies	Principal, Madison Park School, Grand Rapids, Michigan

Banks, James Consultant, Cross- Cultural Studies	NDEA Fellow in Elementary Education
Beacom, Mrs. Lucille Coordinator, Continued Professional Study	Director of Macomb Center, Elementary Intern Program
Beere, Mrs. Carole Clinical Experiences	Specialist, Learning Systems Institute
Beleff, Dr. Nicholas Social Science	Coordinator of Experimental Social Science Project
Biskin, Donald Clinical Experiences	Graduate Assistant, Learning Systems Institute
Blanchard, Geraldine Media Specialist Role	Director of Instructional Media, Waterford, Michigan Schools
Borgman, Dr. Bernice Human Learning	Professor of Home Management and Child Development
Born, Mrs. Caroline Consultant, Resourced Teaching	Principal, Lake Shore Public Schools, St. Clair, Michigan
Borosage, Dr. Vera Human Learning	Assistant Professor of Home Management and Child Development
Butler, Dr. Alexander Humanities	Associate Professor of Humanities
Cannon, Dr. James Consultant, Mathematics	Coordinator of Mathematics, State of Tennessee
Carlisle, Dr. E. Fred Humanities	Assistant Professor of English

Cheney, Dr. Bruce Clinical Experiences; Management, Teacher Education Network	Assistant Professor and Director of Port Huron Center, Elementary Intern Program
Cherryholmes, Dr. Cleo Social Science	Assistant Professor of Political Science
Cianciolo, Dr. Patricia Literature for Children	Associate Professor of Elementary Education
Cohen, Dr. Donald Consultant, Mathematics	Assistant Director, Madison Project, Webster College
Collier, Dr. Calhoun C. Program Design	Professor of Elementary Education
Conley, Dr. James Human Learning	Assistant Professor, Western Illinois University
Cookingham, Prof. Frank Clinical Experiences; Rationale	Instructor, Learning Systems Institute
Couch, Dr. Carl J. Consultant, Communications	Associate Professor of Sociology, University of Iowa
DeWitt, William Consultant, Cross- Cultural Studies	Principal, Detroit Schools and Chairman of State TEPS Commis- sion
Driscoll, Robert Field Experiences	Graduate Assistant of Elementary Education
Duffy, Dr. Gerald Professional Use of Knowledge - Reading	Assistant Professor of Elementary Education

Englemann, Dr. Manfred Science	Associate Professor of Natural Science
Escott, Richard Continued Professional Study	Superintendent of Haslett, Michigan Public Schools
Estes, Dr. Dwain M. Consultant, Management	Director Inter-American Educa- tional Center, San Antonio, Texas
Falk, Dr. Julia Linguistics	Assistant Professor of Linguistics
Fitzgerald, Dr. William Mathematics	Associate Professor of Mathematics
Forde, Dr. John Social Science	Assistant Professor of Anthropology University of Wisconsin, Marathon
Freeman, Dr. Donald Human Learning	Assistant Professor of Educational Psychology
Gabler, Mrs. June Continued Professional Study	Director of Instruction, Mt. Clemens, Michigan, Schools
Gee, Dr. Charles Consultant, Science	Assistant Professor of Biology, University of Tennessee
Gibbs, Richard Mathematics	Graduate Assistant in Mathematics
Graeber, George Humanities	Graduate Assistant in English
Graves, Dr. Benny Social Science	Department of Sociology, Central Michigan University
Guro, Mrs. Celia Clinical Experiences	Specialist, Learning Systems Institute

Hardwick, Mark Information Retrieval	Research Associate, College of Education
Harris, George Consultant, Cross- Cultural Studies	Principal, Prince School, New Haven, Connecticut; Mott Intern
Harrison, Dr. Randall P. Consultant, Communications	Associate Professor of School Administration
Heald, Dr. James Program Management	Professor of School Administration
Helder, William Social Science	Coordinator of Experimental Social Science Program
Henderson, Dr. John Social Science	Professor of Economics
Henderson, Dr. Judith Clinical Experiences	Assistant Professor, Learning Systems Institute
Hickey, Dr. Howard Coordinator, Cross- Cultural Studies	Assistant Director, Mott Institute for Community Improvement
Hooten, Dr. Joseph Consultant, Mathematics	Professor of Mathematics, University of Georgia
House, Prof. Charles Humanities	Instructor of Humanities
Inman, Gerald Field Experiences	Director of Instruction, Springfield School District
Ireland, Edith Continued Professional Study	Intern Consultant, Elementary Intern Program
Ishino, Dr. Iwao Human Learning	Professor of Anthropology

Jones, Donald Consultant, Cross- Cultural Studies	Principal, Dewey School, Flint, Michigan
Joyce, Dr. William W. Professional Use of Knowledge - Social Studies	Associate Professor of Elementary Education
Kagan, Dr. Norman Clinical Experiences	Professor of Counseling and Guidance
Kaltsonis, Dr. Theodore Consultant, Social Studies	Assistant Professor, University of Washington
Karl, Dr. Norman Human Learning	Assistant Professor of Clinical Psychology, University of Maryland
Karmos, Joseph Consultant, Mathematics	Assistant Director, Comprehensive School Mathematics Program, Southern Illinois University
Kasdan, Dr. Leonard Social Science	Associate Professor of Anthropology
Kestenbaum, Dr. Justin Social Science	Associate Professor of History
Knudsen, Patricia Consultant, Media Specialist Role	Principal, Crest Lake Elementary School, Pontiac, Michigan
Lanier, Dr. Perry Professional Use of Knowledge - Mathematics	Assistant Professor of Elementary Education
Larson, Dr. Otto Consultant, Communication	Professor of Sociology, University of Washington
Lehmann, Dr. Irvin Consultant, Program Evaluation	Professor of Evaluation Services

Lightfoot, Catherine Consultant, Cross- Cultural Studies	Elementary Teacher, Flint, Michigan
Longberg, Prof. Keith Consultant, Associate Teacher Role	Instructor, Grand Rapids Junior College
MacLean, Dr. Malcolm S. Jr. Consultant, Communication	Professor of Journalism, State University of Iowa
Madison, Dorothy Consultant, Continued Professional Study	Curriculum Consultant, Lakeview Public Schools, Michigan
Marcus, Dr. Phillip Social Science	Associate Professor of Sociology
Marino, Ronald J. Consultant, Continued Professional Study	Assistant Superintendent for Elementary Instruction, Warren Woods Schools
Marquard, Dr. Richard Field Experiences; Professional Use of Knowledge - Language Arts	Associate Professor of Elementary Education
Matthews, Dr. Roy Humanities	Assistant Professor of Humanities
Militello, Ronald Human Learning	Instructor of Social Studies Lincoln Park High School
Miller, Dr. Gerald Consultant, Communication	Director of Graduate Studies, Department of Communication
Moon, Prof. Arden Associate Teacher Role	Coordinator of Student Teaching

Moore, Dr. Daniel Consultant, Media Specialist Role	Director, Education and Resources Center, Western Michigan University
Monroe, Prof. Cornelia J. Science	
Nemoto, Prof. Mabel Humanities	Associate Professor of Art
Niemeyer, Roger Social Science	Coordinator of Experimental Social Science Program
Oana, Dr. Robert Field Experiences	Associate Professor and Director of Livonia Center, Elementary Intern Program
Olson, Dr. Lee Consultant, Program Evaluation	Associate Professor in Evaluation Services
Opubor, Prof. Alfred E. Communications	Instructor of Linguistics
Page, Dr. James L. Consultant, Media Specialist Role	Professor and Director of Instruc- tional Resources Center
Pinner, Dr. Frank Social Science	Professor of Political Science
Pitts, Dr. Vera Professional Use of Knowledge	Assistant Professor of Education, City College of New York
Ralph, Dr. David C. Consultant, Communication	Director of Undergraduate Studies, Department of Communication

Rayder, Dr. Nicholas Consultant, Program Evaluation	Assistant Professor of Evaluation Services
Reid, Dr. Chandos Consultant, Media Specialist Role	MOREL Consultant
Reusch, Dr. Rosetta Science	Consultant in Science
Richason, Dr. Ben Social Science	Professor of Geography, Carroll College
Rutledge, Prof. Barbara Humanities	Assistant Professor of Theatre
Salcedo, Dr. Rudolf Communications	Assistant Professor of Communi- cations, University of Illinois
Salmi, Mrs. Betty Human Learning	Instructor of Educational Psychology
Sarbaugh, Dr. Lawrence Coordinator, Communications	Assistant Professor of Communi- cations
Sause, Dr. Louise Humanities	Associate Professor, Counseling and Personnel Service
Schmatz, Dr. Robert Program Design	Associate Professor of Elementary Education
Schwartz, Dr. Fred Humanities	Associate Professor of Art
Seay, Mrs. Ruth Editor	Professional Editor

Shoemaker, Dr. Francis
Consultant, Humanities

Director of International Programs,
Teachers College, Columbia
University

Sharp, Prof. Gerald
Human Learning

Assistant Professor of Educational
Psychology, Eastern Michigan
University

Sherman, Prof. George
Professional Use of
Knowledge - Language
Arts

Instructor in Elementary Educa-
tion

Sidnell, Dr. Robert
Humanities

Associate Professor of Music

Smith, Dr. David
Program Management

Assistant Professor of School
Administration

Smith, Dr. Gary
Information Retrieval

Associate Professor, Wayne State
University

Smith, William
Consultant, Cross-
Cultural Studies

Executive Director, PACE,
Cleveland, Ohio

Stackhouse, Prof. Nancy
Humanities

Assistant Professor of Art

Stine, Dr. Alton R.
Consultant, Continued
Professional Study

Director, Instructional Personnel
and Curriculum, Holt Public
Schools

Sullivan, Prof. Vincent
Science

Tarkio State College, Missouri

Sweetland, Dr. William
Human Learning

Professor of Education

Taylor, Dr. T. Wayne Science	Professor, Science and Mathematics Teaching Center
Unkefer, Dr. Robert Humanities	Associate Professor of Music
Vaughn, Scott Human Learning	Assistant Instructor of Educational Philosophy
Venyah, Mrs. Lue Consultant, Cross- Cultural Studies	Elementary Teacher, Lansing, Michigan
Wagner, Dr. John Mathematics	Professor of Mathematics
Walsh, Marion Social Science	Instructor, Lansing Community College
Walsh, Dr. William Professional Use of Knowledge - Science	Professor of Elementary Education
Warrington, Dr. Willard Consultant, Program Evaluation	Professor and Director of Evaluation Services
Waterson, Joe Clinic Experiences	State Program Director, 4-H Club
Webster, William Clinical Experiences	Graduate Assistant, Learning Systems Institute
Weisz, Dr. Vera C. Consultant, Associate Teacher Role	Garland Junior College, Boston, Massachusetts

Widmayer, Mrs. Patti
Editorial Assistant and
Clinical Experiences

Graduate Assistant, Learning
Systems Institute

Wilde, Warren
Editorial Assistant and
Professional Use of
Knowledge - Reading

Graduate Assistant, Reading
Center

Woditsch, Gary A.
Consultant, Resourced
Teaching

Institute of Social Research
Consultant, University of
Michigan

Ziblatt, Dr. David
Social Science

Assistant Professor of Political
Science

SECTION II

RATIONALE AND PROGRAM MODEL

Behavioral Science Elementary Teacher Education Program

Michigan State University

1968

SECTION II

RATIONALE AND PROGRAM MODEL

The two parts of this section offer answers to logical questions growing out of the introductory statements. The rationale confronts the question, "Why was the teacher preparation program model based upon the behavioral sciences?" by defining salient concepts, listing points of view, and referring to published materials. Another logical question, "What is the actual form of the teacher preparation program model?" is answered by a concise overview of the complete program which appears in the second part of this section.

RATIONALE

The primary task of a profession is relating disciplined organized knowledge to the solving of problems arising out of human needs. To accomplish this task, knowledge is drawn from many disciplines and is related to a specific problem; hypotheses are formed and are then tested in action. But which disciplines provide the appropriate knowledge to be related to the problem of preparing teachers to guide the development of young children in the elementary schools of today and tomorrow? Various considerations--published reports of research, views of educational philosophers, psychologists, sociologists, and anthropologists, literature from experts in these fields and in the field of teacher education--led the participants in this project to recommend grounding teacher education in behavioral science studies. A brief exposition of the principles underlying this recommendation is appropriate.

Professional Foundations

The term "foundations" is intended to denote coursework and related clinical and field experiences which constitute a teacher preparation curriculum and which are deliberately designed to undergird a teacher's professional decision-making. Use of the qualified term "professional foundations" is intended

to denote an undergirding that consists of knowing how to relate various organized systems of concepts and methods of inquiry to practitioner behavior which will result in satisfaction of client needs, and which will generate further learning by the practitioner. Organized bodies of knowledge and methods of inquiry developed within the behavioral sciences (especially psychology, sociology, and anthropology) provide the professional foundations of this elementary school teacher preparation program model.

The professional foundations of the program have been centered on the behavioral sciences for two reasons:

1. The dominant task of all educational activity is to develop pupil behavior within various settings. The behavioral sciences provide the systems of knowledge and inquiry most relatable to this task.
2. A distinctive feature of empirical science as a way of acquiring knowledge is that it is self-corrective.

Systematic reappraisal of both output (organized knowledge) and methods used to produce that output (methodology) is followed by revision according to the findings of the reappraisal. Because of these two basic characteristics, the behavioral sciences suggest the development of a clinical behavior style of teaching (defined more fully below) which enables teachers to base their current practice upon available knowledge, to produce new information relevant to practice, and to revise practice on the basis of the new information as it becomes available.

Definitions of Salient Concepts

A few of the concepts which are pertinent to the professional and scientific context of the teacher preparation program model require specific definition. In some cases similar terms refer to different concepts in different professions; in other cases the precise meaning of a term has been obscured by careless usage. The following definitions apply to the particular and precise meaning the concept carries in this program model.

Simulated experiences-- When precise control of the presentation of problems and feedback is required, simulated experiences are often preferred to "real" experiences. In simulated experiences the behavior of the trainee is no less real, but the data upon which he acts and the responses which his activity elicits are more clearly defined than in "real life." The major advantages of simulation in professional training are these:

1. To allow for a more sequentially ordered progression of problems.
2. To assure that certain critical problems will be encountered--whereas they might not appear during unpredictable field experiences.
3. To provide repeated problem confrontation wherein the specificity of feedback can work toward the establishing of the desired behavior in the trainee.
4. To provide the same experiences in common for a group of trainees in order to establish a common base for discussion and evaluation.
5. To allow the design of feedback to the trainee to be based upon probabilities representative of larger samples.

Simulated experiences may be provided within the academic institution or as part of a series of field experiences.

Field experiences--Those instructional activities which take place in locations other than the college classrooms and laboratories are called field experiences. A field experience may differ very little from the typical activity of a college classroom, but in that it is off-campus it is arbitrarily classified as field experience. For example: a school superintendent comes to the college campus to discuss his schools with a group of students--this is not a field experience; several students go to the school district's board room to carry on a discussion with the superintendent--this is a field experience. (Experiences in a campus-based "laboratory school" would be called field experiences.)

In general, the designation "field" refers to either the elementary school (and pre-school) or some aspect of the organized community which relates to the school or to the teacher's understanding of the community's children.

Clinical experiences--The three distinct elements which characterize every clinical experience are:

1. The element of client relatedness--in which there is actual or simulated, direct or indirect experience with pupils.
2. The element of manipulation of instructional variables--in which the trainee is responsible for one or more of the pedagogical preparations or operations of an instructional setting.
3. The element of using feedback(learning from doing)--in which the trainee practices and evaluates in such a way as to improve the effectiveness of his service to the pupils.

Every trainee or practitioner experience which contains these three elements in a clinical experience, regardless of whether the experience occurs on the college campus or in the field.

Clinical-- The above three elements interact to give clinical a connotation which is greater than the sum of the parts. In the context of professional training, clinical connotes the behavior style (or the gaining of a behavior style) appropriate to providing a professional service to clients in order to produce some intended change and in such a manner as to learn from the experiences.

Confusion about the meaning of clinical can be traced to four sources:

1. The field of medicine lays claim to the word and uses it in several peculiar ways.

2. The field of counseling uses the term in a special and stylistic sense.
3. The discipline of psychology uses the term to make an arbitrary distinction among its fields.
4. The field of education has begun recently to use the term interchangeably with "laboratory" in the phrase "laboratory experiences" and interchangeably with "field" as in "field experiences."

Because clinical is used in this report in a precise way that differs from common usage in education, further elaboration is necessary.

In modern teacher education discourse, the term "laboratory" has been used as a pseudo-scientific term to refer to the applied phases of a training program. Originally a laboratory school was an elementary or secondary school managed by a college of education in which educational changes were developed and tested. But as the need increased for settings in which teacher education students could have practicum experiences, colleges of education increasingly used available schools for providing practicum experiences rather than for developing experimental programs. The term "laboratory school" was retained, but it became synonymous with "applied setting" rather than "experimental setting."

Student teaching, since it is an applied experience, became known as a "laboratory experience," and is now becoming known as a "clinical experience." Emphasis is commonly placed on the supervisory component of student teaching as a clinical experience, while the conceptual analysis and evaluation components are regarded as auxiliary activities present only in ideal situations. In this teacher preparation program model, however, clinical experience refers only to those experiences where trainee or practitioner behavior systematically includes conceptual analysis and evaluation. Supervision will be important only to the extent that it enhances the components.

There is no case being made for the replacement of one bit of jargon with another. The teacher education concept defined and the training program described in this report use the term clinical

means, as no other English word can, that aspect of experience (and training) in which the practitioner or trainee encounters the problems presented by his clients in appropriate settings for intervention and change (development); and in which the practitioner's or trainee's orderly processes of dealing with clients in these settings generates within him further knowledge and skill.

Please note in the foregoing definitions of clinical experiences and clinical the special emphasis upon the fact that clinical experience not only provides service to the client, but provides further learning for the practitioner.

Professional-- The word professional has become a tool of the status seeker. Teachers would do well to avoid grouping themselves with the psuedo-professionals who use the term often and loudly in the hope of elevating social status and financial condition. What, then, is the meaning of the term as it is used in the teacher preparation program model?

Following the suggestions of Vollmer and Mills¹ the term profession shall be used to refer to an ideal type of occupational organization which will not be found in reality, but which provides the model of occupational organization that would result if an occupational group became completely professionalized. The model profession is located at specific points on several characteristic dimensions; to the extent that an occupational group shifts its location on these dimensions in the direction towards the location of the model, then to that extent the occupational group can be said to be moving towards becoming professional. Thus, the issue is not whether or not a given occupation is a profession, but rather where the group stands in relation to the model on specified dimensions.

Disregarding other dimensions such as rules of ethical practice, control over training and licensing, remuneration policy, and membership in formal organizations, this project defines a

¹Howard M. Vollmer and Donald L. Mills (Eds.), Professionalization (Englewood Cliffs, New Jersey: Prentice-Hall, 1966).

profession as a field of differentiated and complementary endeavor where the primary task is relating disciplined knowledge and specialized skills to solving problems arising out of human needs. The essence of professionalism, then, lies in the relationships of organized knowledge to investigated needs.²

The issues for education as a whole and teacher preparation in particular concern selecting and organizing relevant knowledge and investigating human needs. These are the tasks of the teacher in the microcosmic sense, and of education in the macrocosmic sense. This report sets forth a concept of the profession of teaching in terms of the behavioral style of the practitioner.

Clinical behavior style --One important step in the direction of professionalizing education is the regularizing of the behavior of practitioners. A sturdy basis for this step already exists. Outstanding teachers commonly refer to "learning from experience"; the least criticized parts of current teacher preparation programs are those which provide for learning to teach by teaching. It is no accident that this is so; learning from experience is a particularly crucial capability which the professional must develop.

²This definition is similar to one proposed by Cogan after reviewing various definitions in the literature: "A profession is a vocation whose practice is founded upon an understanding of the theoretical structure of some department of learning or science, and upon the abilities accompanying such understanding. This understanding and these abilities are applied to the vital practical affairs of man. The practices of the profession are modified by knowledge of a generalized nature and by the accumulated wisdom and experience of mankind, which serve to correct the errors of specialism." (Morris Cogan, "Toward a Definition of Profession," Harvard Educational Review, 23: 49, Winter, 1953.

The importance of this theory-applied-to-practice dimension is also highlighted in the various articles reprinted in the first chapter of the volume on professionalization edited by Vollmer and Mills, op.cit.

The variable nature of problems with which a professional practitioner deals requires a routine procedure or schedule of procedures which can be employed systematically to assure that:

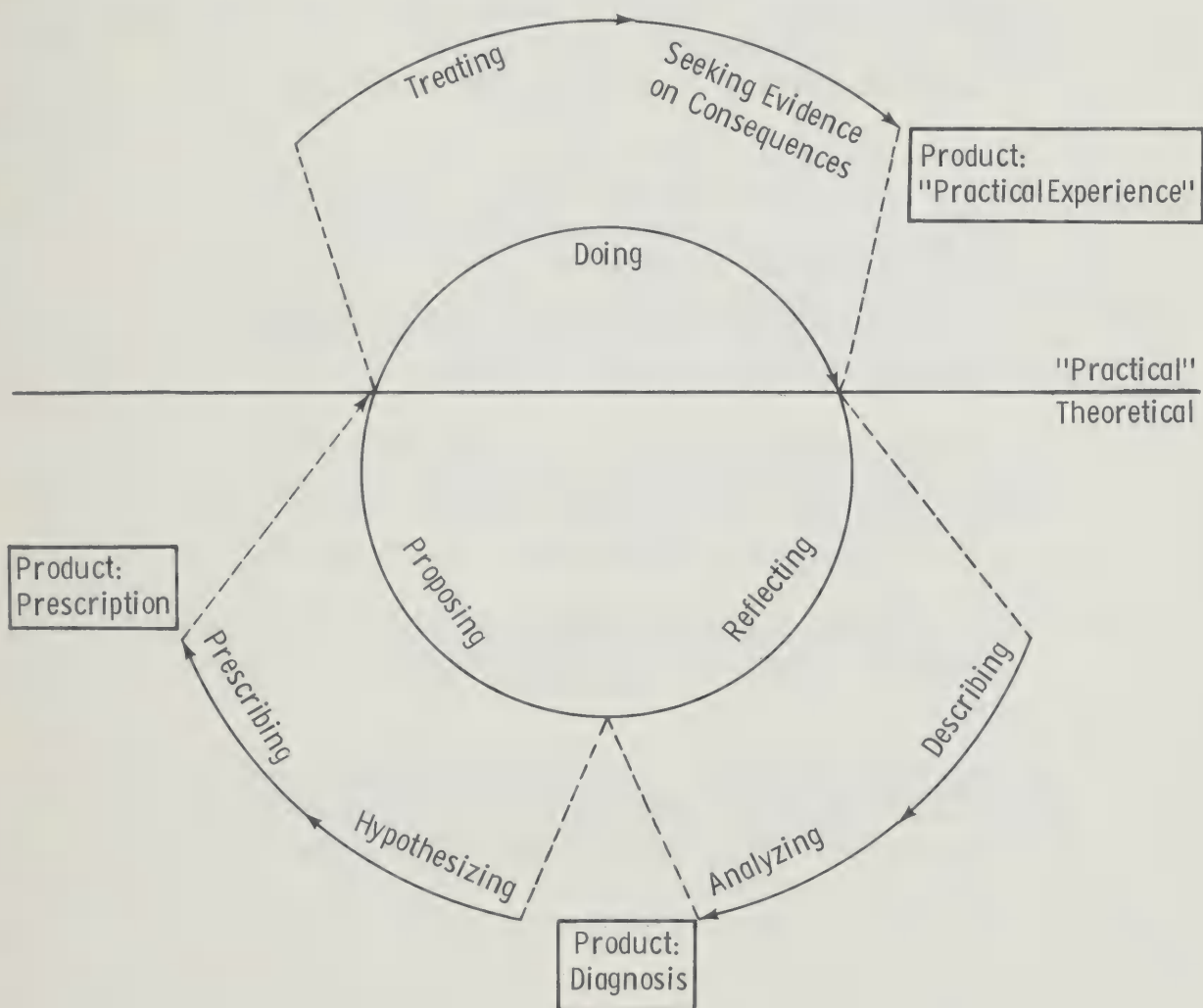
1. He is comprehensively describing each new problem.
2. He is analyzing the description into its important elements and interrelationships to produce a diagnosis.
3. He is relating available knowledge to the diagnosis to develop hypothetical solutions or treatments for the problem.
4. He is selecting and adapting the prescription for treatment which has the highest probability of success.
5. He has the skills needed to administer the treatment.
6. He is seeking evidence on the consequences of the administered treatment.
7. He is using the outcomes of this "practical experience" to augment or revise his own professional knowledge and skills by continually cycling through phases of proposing and doing.

Such a schedule of routine procedures is a professional behavior style, specified in the teacher preparation program model as a clinical behavior style.

In other words, the term clinical behavior style denotes the particular and stylized set of behaviors and mental processes of a practitioner who has been specifically trained to utilize his client-related experience as a continuing learning experience through which he improves his skills and increases his knowledge.

The clinical behavior style paradigm appropriate for a professional teacher is a cycle of three phases, with each phase consisting of two basic types of activity:

1. The reflecting phase
 - a. describing
 - b. analyzing
2. The proposing phase
 - a. hypothesizing
 - b. prescribing
3. The doing phase
 - a. treating
 - b. seeking evidence on consequences



As a professional practitioner reflects upon a client - related problem he produces a diagnosis based upon comprehensive description and analysis; as he relates available knowledge to the diagnosis he proposes alternative hypothetical solutions , selects the solution most likely to satisfy the client's needs, and prescribes what must be done to achieve that solution; as he does what is necessary to administer the prescribed treatment he observes the effects upon the client, reflects upon his observations by describing and analyzing the changed situation, relates available knowledge (including the original diagnosis) to the re-diagnosis, augments or revises skills or knowledge as necessary, prescribes additional treatment as necessary, etc. Whatever changes in knowledge or skills occur as a result of cycling the outcomes of "practical experience" through the theory-oriented phases of reflecting and proposing become available for better serving future clients. Thus "learning from experience" moves up to become a professional strategy and characteristic style.

It should be noted here that a clinical behavior style is not equivalent to a research behavior style. The aim of the clinician is to produce systematic effective practice, not the systematic knowledge of the researcher. Two critical assumptions underlying the project are related to the concept of clinical behavior style and are treated as hypotheses in the research and evaluation accompanying the project. They are:

1. It is assumed that a teacher who has been trained to manifest a clinical behavior style will be better able than the teacher not so trained to establish a career of self-renewal and improvement as a teacher.
2. It is assumed that most teacher trainees can be taught to operate within a more or less sophisticated model of clinical behavior.

The behavioral context-- A third basic assumption is to be added to the two listed above. It is assumed that selecting the curricular content of teacher education for its behavioral context will tend to produce in the trainee a bias toward content with relevance to the lives of pupils. The term behavioral context

denotes a sort of global view of human affairs and the human condition in which relevant knowledge is defined as information, skills, and procedures which relate to the understanding of man and to meeting the needs of mankind.

Underlying the specifications in the teacher preparation program model is a commitment to the behavioral dimensions of teaching and teacher education. The emphasis on the behavioral context of teacher education reflects a considered judgment that to assure relevancy, teacher education programs must be oriented to what in fact teaching is. Much has been written and more said about the failure of schools to relate to the more important needs of Youth in contemporary society. Since teachers, as individuals and as groups, have much to say about the elementary school curriculum, a way must be found to increase the teacher's sensitivity to the issue of relevancy. The most effective way, it is assumed, is to emphasize the behavioral context of the teacher preparation curriculum.

Several effects are expected:

1. Capitalizing on the tendency of teachers to teach as they were taught, the behavioral context of the program is expected to increase the teacher's ability to make content choices in terms of behavioral relevance.
2. The behavioral context in the liberal arts is expected to give the teacher a sensitivity to the relevance of the arts, philosophy and history to the better understanding of self and others.
3. The emphasis on behavioral context is expected to teach the teacher how to identify and relate content to contemporary and personal issues.
4. The behavioral context of the study of teaching is expected to establish in the teacher a more analytical and rational approach to instructional tasks.

The behavioral context is biased toward a view of learning as inquiry. On the other hand, there is a bias against unsupportable precept and arbitrary law. These biases do not categorically disqualify contributions from any established discipline. For example, history and historical and comparative philosophy and theology, insofar as they are inquiring fields, are part of the composite of the behavioral context.

The selecting of the curricular content of a teacher preparation program is, necessarily, a complicated venture. The problem is as it has long been, to distinguish within each discipline the degrees of relevancy among various elements of the discipline's content. Curricular decisions are often made by default, due to vague or conflicting criteria. In this program model one broad but definite criterion is followed: behavioral context or relevancy to the understanding of the condition and needs of self, society, and mankind. The behavioral context has been used also as a guide in the setting up of specifications and the selecting of experiences which have resulted in the experience modules.

Behavioral science--Viewed as a set of human behaviors, teaching becomes comprehensible through the study techniques of behavioral science. By behavioral science we mean those inquiries--their methods and their findings--which constitute reliable and valid sources of enlightenment about the human, his nature and his condition. Accepting "science" to mean the orderly inquiry and correlative amassing (organizing) of tested knowledge about the natural universe, its structures and its organisms, behavioral science delimits the meaning to man as a behaving creature, particularly emphasizing the interaction of man and environment, man and man--individually and in groups, in terms of intellectual and physical elements.

The term behavioral science is eclectic in that it cuts across a variety of established disciplines to denote those aspects that contribute basic empirical knowledge about the activities of men. Some of the disciplines which are of special interest to the behavioral scientist are psychology, sociology, anthropology, political science and economics, and various subdisciplines such as cognitive development, psychology of

learning, social psychology, cultural anthropology and linguistics.

A behavioral view of teaching and the teacher is, on the surface, more concerned with what the teacher does than with what the teacher is. Deeper analysis establish relationships between what the teacher does and the causes of these behaviors; thus a behavioral view of teaching is concerned about the person of the teacher, his value system and his affective biases, in terms of the impact of these variables upon his teaching behaviors which, in turn, impact upon learners.

Inquiry into the behaviors of teaching--their roots and consequences in the minds and behaviors of men--constitutes a valid exercise for both the researching behavioral scientist and the student of behavioral science. The main goal of such inquiry by the scientist is the development of a conceptual structure, while the teacher's goals are client related. Certain techniques and attitudes of inquiry that characterize the several behavioral science disciplines are useful to the teacher, and they can be taught in an undergraduate teacher preparation program. Therefore a behavioral view of teaching based upon behavioral science becomes a salient concept of this program model.

Propositions

This teacher preparation program model both describes and illustrates through its own format what is meant by the phrase clinical behavior style of teaching. In the foregoing definition clinical behavior style was shown to be a cycling of six basic activities through three phases: proposing (hypothesizing and prescribing), doing (treating and observing consequences) and reflecting (describing and analyzing). The rationale of this report represents the phase of proposing. Many of the opinions and beliefs (suggested by current theory, research, and experimental practice) which led to the development of this teacher preparation program model are stated briefly in the following list. Each opinion or belief is expressed in the form of a proposal made during the preliminary planning of this program model.

Concerning clinical behavior style-- It is proposed that an elementary school teacher can, through guided practice in his teacher preparation program, learn to use a clinical behavior style of teaching--and that he do so.

--that he be able to make efficient and effective decisions about the experiences needed by specific learners, the materials and activities that should be used in particular situations, and the appropriate organization of content. (The proposing phase of clinical behavior style.)

--that he be able to guide children in meeting the planned objectives through the use of his planned materials and activities. (The doing phase)

--that he be able to accomplish a meaningful evaluation. In other words, a trainee can learn to state explicitly his objectives, describe what he did to attain the objectives, describe the objectives that were attained by his pupils, and systematically compare this information with available relevant knowledge. (The reflecting phase) He can also learn to apply the outcomes of this analysis to the planning of future objectives and experiences (Further proposing)

It is proposed that an elementary school teacher needs to be taught how to teach, not how to conduct research.

--that he have opportunity through simulated client contact and simulated environments to concentrate practice on specific behaviors and behavioral patterns.

--that he develop skill in integrating the methods of inquiry that have been developed within the various behavioral sciences and in using the resulting synthesis to improve his own educational decision making.

--that he, even though he is taught how to teach and not how to conduct research, be guided in developing his ability to understand reports of research and to relate the reported findings to his teaching practices. It is believed that more

educational practices will be based on tested or testable knowledge if efforts to bridge the communications gap between researchers and practitioners are made from both sides of the gap.

It is proposed that an elementary school teacher have a genuine interest in learning about and in using competent learning and inquiry processes.

--that he have a genuine interest in teaching his pupils to understand and to use competent learning and inquiry processes.

--that he be able to prepare his pupils to live productively and creatively in the midst of change.

--that he be professionally knowledgeable enough to base his educational innovations on tested or testable information rather than on faddism.

--that he be prepared to modify his educational beliefs and practices throughout his career to take professional advantage of the changes in theories and methods of inquiry that must be expected to occur in the relatively young behavioral sciences.

--that he be able to distinguish between opinion and tested research, between tradition and scientifically developed theory.

It is proposed that an elementary school teacher be able to cooperate with other professionals in diagnosing accurately and precisely particular instructional situations and prescribing optimum instructional "treatment."

Concerning knowledge --It is proposed that an elementary school teacher be broadly educated in the natural, social and behavioral sciences and in mathematics, the humanities and the language arts.

--that he acquire the understanding needed to make intelligent decisions relative to current social problems.

--that he understand both structures of knowledge and methods of inquiry in various disciplines relevant to his professional activities.

--that he have more extensive knowledge and skills in those disciplines in which he teaches and in those areas of scientific disciplines applicable to understanding human behavior in educational settings.

--that he be able to understand major trends in the rapid change taking place in the various societies of the world.

--that he understand the school as a social institution in relation to other institutions in our culture.

--that he be aware of the manner in which other social organizations or institutions contribute to a child's education.

Concerning other aspects of the teacher preparation program model-It is proposed that a trainee, since teachers tend to teach as they have been taught, be exposed to the kind of professional teaching behavior he is expected to attain. In other words, the teacher preparation program must itself be a model of creative teaching, continual critical self-evaluation, disciplined inquiry and exploration, rational innovation, and professional cooperation among various disciplines and specialties.

--that he receive a guided and gradual introduction to teaching experiences and teaching responsibility.

--that he have early participation in teaching practices which will give him a more realistic basis for deciding whether he should pursue teaching as a career.

--that he have opportunity to get a view of various professional roles (in education) before making decisions regarding career plans.

--that he be guided by professors who are able to construct individual sequences of coursework and clinical and field experiences adapted to each trainee's particular needs.

--that he have the advantage of a teacher preparation program in which optimum use is made of individual training sequences through an information management system; one that has a large memory whose bits of information are easily accessible and revisable.

--that his preparation program be widened by the school district-university arrangements which are necessary to promote continuing professional growth.

--that he be expected to enhance his professional skills and knowledge through in-service education.

--that in-service education will be more effective if it has continuity with pre-service training.

Support for the Rationale As Found in Selected Published Materials

Although appraisals of teacher education by both individual scholars (e.g. Conant ³) and conferences of scholars (e.g., Smith ⁴) repeatedly recommend liberal or general education with specialized education in a particular discipline or small set of disciplines as essential components of a teacher preparation program, a review of recent research on pre-service and in-service teacher education could not locate any studies directly relating these components to professional performances and impacts.⁵ Current practices in teacher education have been analyzed and reanalyzed from standpoints of common sense and expert opinion and judgment, not from standpoints of integrated theory and empirical findings. Much intensive debate has been stimulated and some changes have been implemented, but little change has been accompanied by a systematic conceptual framework and continual systematic evaluation.⁶

³James B. Conant, The Education of American Teachers, (New York: McGraw-Hill Book Co., 1963)

⁴Elmer R. Smith (Ed), Teacher Education: A Reappraisal, (New York: Harper & Row, Publishers, 1962)

⁵George W. Denmark and James B. Macdonal, "Pre-service and In-Service Education of Teachers" Review of Educational Research, 37: 233-47, June, 1967

⁶Nathaniel Gage, "Psychological Theory and Empirical Research for Teacher Education," in American Association of Colleges for Teacher Education, Freedom With Responsibility (seventeenth yearbook), (Washington, D.C.: The Association, 1964), 94-105.

Certainly tradition and expert pronouncement provide guidelines for action based upon cumulative wisdom. Yet if traditions and pronouncements are not subjected to empirical test, there is little opportunity for cumulative wisdom to grow. And deliberate empirical self-correction is conspicuously absent until one turns to the approach of science.⁷ Since guidelines for action which include empirical self-correction yield more predictable and explainable outcomes, and since the behavioral sciences can now provide a few such guidelines for teaching practice and can promise many more as tested theory is developed, the search for rationale turned to the behavioral sciences. The hypothesis upon which the early work of this project proceeded can be expressed simply as follows:

First, since teaching involves changing behavior and attitudes within a social and cultural setting, behavioral science systems of concepts and methods of inquiry are relevant to developing effective instructional practices. Thus, elementary school teachers need to be taught to utilize relevant aspects of behavioral practice. Second, since behavioral science systems of concepts and methods of inquiry are relevant to developing effective instructional practices, they should be relevant to developing effective instruction within teacher education programs.

Information and methods of inquiry from the behavioral sciences are an important component in the elementary school curriculum. Kahn and Weiner⁸ have provided some provocative 30-year projected trends of social development in the United States and the world which include such items as increasingly sensate cultures, increasing affluence and leisure, population growth,

⁷Francis A. J. Ianni, Culture, System, and Behavior: The Behavioral Sciences and Education, (Chicago: Science Research Associates, Inc., 1967).

Fred N. Kerlinger, Foundations of Behavioral Research, (New York: Holt, Rinehart and Winston, 1964).

⁸Herman Kahn and Anthony J. Weiner, The Year 2000: A Framework for Speculation on the Next Thirty-Three Years, (New York: Macmillan Company, 1967).

increasing capability for mass destruction, increasing tempo of change, and increasing universality of these multifold trends. The crucial issue facing man today is the question of how to plan the future so that man--the human spirit--will be master rather than slave. Kahn and Weiner state this ultimatum "...it is clearly desirable to have some concept of the alternative futures toward which policies may tend before the policies are formulated. Otherwise, points of no return may be passed without any conscious awareness that the panoply of choices is so great and the future so uncertain..."⁹

The intellectual preparation most relevant to coping productively and creatively with such trends and problems appears today to rely heavily upon theories and methods of inquiry found in the behavioral sciences. Ianni¹⁰ points out that, from a historical point of view, this focus of education on behavioral science is more renaissance than innovation. "The bond between education and the study of human behavior was first created in classical Greece, the birthplace of the spirit of Western civilization and of the intellectual elan of modern life. For it was an unshakable classical belief that man was worthy and perfectible--perfectible because, unlike other animals, he could follow reason, which he learned through study of himself and his world in philosophy and education. In other words, education or study was regarded as the primary human activity, the source of all rational behavior in man. Although Socrates, Plato, Aristotle, and other scholars differed in their specific formulations, they agreed that the problem of human growth and behavior was the human problem; and this led them to explore both the nature of human nature and the means for eliciting rational modes of behavior..."

"As bureaucracies spread rapidly and life in the cities became increasingly specialized, we came to view education as simply the practice of going to school in order to be successful in some 'practical' activity or to prepare for some occupation..."

⁹Ibid., p. 357

¹⁰Francis A. J. Ianni, Culture, System, and Behavior: The Behavioral Sciences and Education, (Chicago: Science Research Associates, Inc., 1967), pp 16-18.

Today, looking to the past as well as to the future, we are proposing to seek perfection in all men everywhere, and education is once more the primary means to this end. It is poised expectantly but hesitantly on the brink of a reintegration of the two imperatives of contemporary American education: a fierce commitment to universality and equality, and a regeneration of concern for quality... "

"Given this perspective on the goals and means of education in contemporary society, the problem is not so much to justify the study of the behavioral sciences in education as to explain how they became separated, and to describe the historical context in which we lost the belief in education as the primary human activity. No matter which perspective we adopt, the image remains the same: education is the process of culture. The problem of education is the problem of culture and the problem of culture can be approached only through the study of man--a study we have described as the behavioral sciences."

Schwab¹¹ emphasizes a viewpoint of inquiry as being fluid as well as stable. He says that before the behavioral sciences can have the opportunity to bear fruit the public must become aware of scientific knowledge as an outcome of fluid inquiry as well as stable inquiry. Fluid inquiry produces temporary systems of concepts that are being continuously restructured in contrast with stable inquiry which produces relatively discrete bits of information that fit into small gaps in a given conceptual structure. Fluid inquiry moves more or less intuitively among conceptual innovations and it is necessarily accompanied by uncertainty and failure as it seeks to discover more fruitful frameworks. All scientific knowledge is accumulated through alternation of these two basic types of inquiry.

¹¹ Joseph J. Schwab, The Teaching of Science as Inquiry, (Cambridge: Harvard University Press, 1962).

Joseph J. Schwab, Biology Teachers' Handbook, (New York: John Wiley and Sons, Inc., 1963).

Most nonscientists hold a distorted view of scientific inquiry which causes them to over emphasize stable inquiry and to distrust fluid inquiry. Educational correction of this popular distortion is needed. The processes of fluid inquiry are essential to problem solving in the social or cultural area, where deliberately organized empirical observations are linked to conceptual frameworks, advancement of knowledge is centered on such organizations of observations, concepts, and their linkages, and accounting for error plays an essential role in the scientific activity. Fluid inquiry moves relatively intuitively among conceptual innovations and is expected to be accompanied by uncertainty and failure but with empirical self-correction operating to redirect the inquiry. Thus fluid inquiry operates in a peculiarly effective fashion to facilitate effective problem solving. Especially are the processes of fluid inquiry needed in the behavioral sciences where the richness and variety of phenomena studied permit several sets of systems of concepts and principles to be simultaneously related to the same empirical phenomena. It is hardly surprising that fluid inquiry dominates research in the behavioral sciences at the present time and can be expected to do so in the future.

Churchman¹² points out that implementation of social experimentation is the key social problem of our age. Since so little certainty can be associated with any conceptualization of social phenomena, social experimentation and social planning should not be entrusted entirely to so-called experts. In order to implement broad social experimentation and social planning, it is imperative that all members of society participate--at least by appreciating what is occurring. In order to appreciate scientific experimentation with social phenomena and to contribute to social planning, all members of society must learn to understand and appreciate the fluid nature of relevant inquiry.

¹² C. West Churchman, "Book Review: Computers, System Science, and Evolving Society, by Harold Sackman," (Science, 159: 965-966, March 1, 1968).

The considerations which support the presence of behavioral science content and methods of inquiry in the elementary school curriculum also support the presence of behavioral science content and methods of inquiry in the teacher education curriculum.

Campbell's¹³ recommendations to educational administrators are appropriate as a behavioral scientist's recommendations to teachers: "What I would like to emphasize...is the need for experimental research in which you go ahead, make changes, use your own best wisdom as to what needs to be done. Do it, but do it in a way in which you learn whether or not you have made a difference. Do it in such a manner that you can both share the results with other practitioners and at the same time improve the sad state of the social sciences by giving us experimental results to feed on. This is not research as a prerequisite to action but research in measuring the effects of action."

It is important to re-emphasize the point that preparation programs do not attempt to train every teacher to be a researcher. The emphasis is on preparing teachers to articulate their decisions within defensible conceptual frameworks, to act in accord with their articulations, to empirically observe consequences of their actions, and to evaluate those decisions in light of the feedback obtained.

Heidelbach and Lindsey¹⁴ reviewed the professional education of teachers for the period of July 1966 - June 1967 and observed that although there is a growing trend toward basing training programs on research on teacher behavior,

¹³ Donald T. Campbell, "Administrative Experimentation, Instructional Records and Non-reaction Measures," in Chandler B. J., et al, Research Seminar on Teaching Education, (U.S. Office of Education, U. S. Dept. of Health, Education, and Welfare; Cooperative Research Project No. G-011, 1963,), pp. 75-120.

¹⁴ Ruth Heidelback and Margaret Lindsay (Eds.), Annotated Bibliography on Professional Education of Teachers, (July 1966-June 1967), (Washington D.C.: The Association for Student Teaching, 1968), p.6

"individuals engaged in systematic analysis and study of teacher education continue to call on teacher educators to admit a lack of empirical knowledge related to the preparation of teachers and to search systematically for answers to their problems."

Denemark and McDonald¹⁵ point out that although increasing funds are becoming available for improving teacher education, large grants are generally aimed at program development and demonstration rather than at theory development and research, and that the final products are typically inadequately evaluated. Collier¹⁶ presents an extensive critique of research methodology in teacher education which points out the generally poor design and analysis of the research that is attempted. Travers¹⁷ states, "While considerable scientific research has been undertaken on problems related to those encountered in education, the impact of these results on teaching practice has been slight."

And in his conclusion that mere dissemination of research results to educational practitioners does not produce changes in their educational practices, Travers is supported by the various analyses

¹⁵ George Denemark and James B. MacDonald, "Preservice and In-Service Education for Teachers," (Review of Educational Research, 37, June 1967), pp. 233-297.

¹⁶ Raymond O. Collier Jr., "Some Strengths and Weaknesses of Research Methodology in Teacher Education," in Frederick R. Cyphert and Ernest Spaights (Eds), An Analysis and Projection of Research in Teacher Education, (U.S. Office of Education, U.S. Dept. of Health, Education and Welfare, Cooperative Research Project No. F-015, 1964), pp. 123-148.

¹⁷ Robert M. W. Travers "A Study of the Relationships of Psychological Research to Educational Practice," in Robert Glaser (Ed), Training Research and Education, (New York: John Wiley and Sons, Inc., 1962), p 527.

and case studies.¹⁸

As one illustration of the gap between research and practice, consider the scientific impact of psychology upon educational practice. Travers¹⁹ noted that three areas of psychology have had a major influence on education: Thorndike's experimental psychology, therapeutic or clinical psychology, and Gestalt psychology. With the exception of educational practices associated with use of materials and equipment, however, the influences have changed verbal behavior among educators much more than teaching methodologies.

In Barton and Wilder's²⁰ study of research and practice in reading the conclusion is reached that "reading researchers are largely untrained, and are doing part-time, one-shot research. Contact with other disciplines is infrequent. Research is voluminous, but of poor quality and noncumulative." Lazarsfeld and Sieber's²¹ study of educational research as a discipline suggests that this problem is not unique to reading research and practice. Their study showed that much educational research in the university

¹⁸ Matthew B. Miles (Ed.), Innovation and Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1964).

¹⁹ Robert M. W. Travers, "A Study of the Relationship of Psychological Research to Educational Practice," in Robert Glaser (Ed), Training Research and Education, (New York: John Wiley and Sons, Inc., 1962), pp 525-558.

²⁰ Allen H. Barton and David E. E. Wilder, "Research and Practice in the Teaching of Reading, A Progress Report," in Matthew B. Miles (Ed.), Innovation in Education, (New York: Bureau of Publications, Teachers College, Columbia University, 1964), p. 397.

²¹ Paul Lazarsfeld and Sam D. Sieber, Organizing Educational Research: An Exploration, (Englewood Cliffs, N. J. : Prentice-Hall, Inc., 1964).

is done by individual scholars not attached to research bureaus, or by independent organizations outside the university setting (e.g. Educational Testing Service), which tends to produce islands of isolated findings rather than comprehensive cumulative theory. Furthermore, "social bookkeeping" is often confused or combined with research; i.e. emphasis is placed on service activities aimed at collecting information for local use rather for comprehensive and systematic theory construction.

Cronbach²² urges that university personnel be disassociated from development and dissemination activities, which require time and skilled personnel urgently needed for the higher priority tasks of doing scholarly research and training scholarly researchers. He further argues that premature dissemination is actually harmful to education because it requires the disseminator to become a persuader rather than an inquirer, and because if successful it builds up vested interests which tend to discourage further inquiry and change based on later advances in knowledge.

This recommendation can hardly lead to practitioner behavior based on tested or testable knowledge.

Bridging the gap between research and practice is essential to education as a profession, but the problem is complicated by the specialization of language used by researchers. To systematize knowledge, particular phenomena of interest must be described and several principles must be produced and verified which explain and predict these phenomena. Initially, natural languages are used to describe, explain, and predict phenomena; but to achieve more comprehensive and precise knowledge it becomes necessary to replace them gradually with specialized abstract languages. The fact that the concepts and their interrelations within the specialized languages bear little resemblance to concepts used in natural languages has at least two important

²² Lee J. Cronbach, "The Role of the University in Improving Education," Phi Delta Kappan, 1966, pp. 539-545.

First, the periods of formal pre-service and in-service intellectual training required for professionals to attain and maintain competent levels of skills are increased. Practitioners can acquire and implement new skills most effectively with some understanding of how they fit into the underlying theoretical structures, which requires some guidance by the theoreticians who developed those structures. The amount and type of guidance is, of course, dependent upon the theoretical sophistication of the practitioners; reading a technical paper may be sufficient for some, while extensive participation in a formal educational setting may be necessary for others.

Another important consequence of the development of knowledge relevant to a profession is the evolution of theoretical and research specialists. The construction of systematic theory becomes a full time occupation requiring the development and utilization of skills which are different from and may be incompatible with those required for best serving clients. As researchers and theoreticians develop more comprehensive theories, they become less able to communicate their descriptions and explanations of phenomena to this practitioner who is not well acquainted with abstract language and empirical procedures used to develop those theories. If researchers and practitioners come to be at odds with one another because of communication difficulties, progress toward more sound practice based on defensible knowledge is slowed, halted, reversed.

It is clear today that educators are struggling with their dichotomization into researchers and practitioners. Researchers tend to publish their findings for researcher audiences rather than for practitioner audiences. They are reluctant to suggest

23 Ernest Greenwood, "The Laments of Professionalization," in Howard M. Vollmer and Donald L. Mills (Eds.) Professionalization, (Englewood Cliss, New Jersey: Prentice-Hall, Inc., 1966), pp 9-19; (Reprinted from "Attitudes of a Profession," Social Work, 2:44-55, July, 1957).

specific detailed implications for practice until more evidence can be gathered, limiting their implications to methodological or theoretical matters. Moreover, they are reluctant to explain in detail why they are hesitant to suggest practical implications leaving practitioners with a feeling that researchers do not provide anything of value to them, and since so much uncertainty abounds among researchers they probably will never provide anything of much value to them.

Thus the practitioner is left to determine the implications of research-based knowledge, with little understanding of the language and procedures used to produce that knowledge. The pleas for researchers to write about their findings in everyday language is not satisfiable: specialized abstract languages were developed for description and explanation because everyday language was found inadequate. Suggestions that practitioners become conversant in the specialized languages are resisted by practitioners as being impractical: they have neither the time nor the desire (and sometimes neither ability nor temperament) to become theoreticians and researchers.

Practitioners do seek guidelines for practice; in the absence of definite guidelines provided by researchers they tend to rely on less articulate sources of knowledge such as tradition or personal experience, fellow practitioners, administrative or philosophical authority, or promotional advertising. Practitioners who use such sources are apt to adopt practices which would not be supported by research consensus and are likely to rationalize those practices rather than scrutinize them in order to appear "professional" before various segments of the community. But being professional includes basing practice on empirically tested theory along with continual reappraisal of theory.

It is, therefore, necessary to improve communication between educational practitioners and researchers. One of the propositions mentioned earlier in the rationale urged that efforts to bridge the gap be made from both sides. Teacher preparation programs working closely with researchers in various disciplines of the young and growing behavioral sciences can accomplish great improvements in communication.

Recently teams of behavioral scientists representing various disciplines have begun to examine major social problems. As systematic interrelationships are explored in more detail, the possibilities for more comprehensive theories of behavior are enhanced. As theories of behavior become more comprehensive, as it becomes possible to explain and predict behavioral outcomes in situations with many biological, psychological, and cultural variables operating simultaneously, then behavioral theory becomes still more useful to the educational practitioner. For example, Taylor and associates²⁴ sketch five perspectives for viewing educational programs based upon a variety of behavioral research findings:

1. A view of educational programs as the development of all the nation's important human resources. This view utilizes research and theory from the core behavioral sciences and from allied disciplines such as economics and political science.
2. A view of educational programs as preparation of individuals to be economically productive.
3. A view of educational programs as the development of self-understanding and self-awareness. This view relies heavily upon findings in psychology and sociology, and to some extent findings in anthropology.
4. A view of educational programs as changes in student behavior and thinking related to teacher activity. Psychological theory and research provide the main support for this perspective, with some assistance from other behavioral sciences.

²⁴ Calvin W. Taylor; et al, Development of a Theory of Education from Psychological and Other Basic Research Findings, (Cooperative Research Project No. 621, U.S. Office of Education, 1964).

5. A view of education as practice based upon research and development in the behavioral sciences. Taylor and his associates emphasized this perspective as the one most urgently requiring attention. It is, as the rationale repeatedly reveals, this perspective upon which the teacher preparation program model is based.

UNDERGRADUATE TEACHER PREPARATION PROGRAM MODEL

A teacher preparation program built upon tenets discussed in the "Introduction" and "Rationale" demands an interdisciplinary approach organized around the behavioral sciences. Each branch of knowledge contributes its own unique content, approaches, and modes of inquiry to the total program and as a result the teacher-trainee experiences the comprehensive character of organized knowledge as it relates to human behavior.

The undergraduate program model is organized into five major curricular areas:

- Clinical Experiences
- General-Liberal Education
- Scholarly Modes of Knowledge
- Professional Use of Knowledge
- Human Learning

MODULAR EXPERIENCE ORGANIZATION

Explicit content and instructional recommendations for implementing these areas are presented as short, single-purpose experiences or modules. Each experience module is designed to assist in accomplishing a particular behavioral objective. Experience modules are short. They are specific. They are readily adaptable to individualized instruction and varied student pacing. Examples can be seen in Sections III through VII.

The experience modules in this program model are grouped into clusters which, for purposes of administration and communication to the academic community, are described as "components" with quarter-term credit weightings. (While these "component"

designations are not integral to the program, they facilitate the adoption of all or part of the program by educational institutions with quarter or semester credit-hour arrangements.)

The particular values expressed through this teacher preparation program demand a way to construct, select, and alter the curricular structure in short, explicit segments. Four of these values are:

1. The value of specifying behavioral objectives.
2. The value of precise description of instructional experiences.
3. The value of multiple-path programming to provide for the specific needs of different trainees.
4. The value of providing for curricular change through continuous, testable, small-scale alterations rather than in sporadic general upheaval.

Each experience module is written and filed in a uniform manner. It consists of a description of the intended learning experience, the purposes which the experience is designed to serve, prerequisite learnings which permit the trainee to make best use of the experience, suggested ways of evaluating the achievement of the intended learning, and a set of logistical recommendations for the management of the program. One of these modules, and the interpretations of the various symbols used with it are reproduced on the following page as a guide to reading modules. A more complete description may be found in Section X.

The experience modules presented in many areas of the program model are adequate for the implementation of the curriculum. In other parts of the model a group of experience modules has been written as an example of the implementation that can be developed. Implementing institutions can easily use the experience modules as they are presented in this program model or they can design their own. It is expected that the

Line number
(digits 6-8)

Unique module number
(digits 1-5)

*OBJECTIVES	1. TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT MATTER TO PUPILS BY EXTEMPORANEOUSLY PROVIDING RELEVANT EXAMPLES.	02499 20	21
		02499	22
*PREREQUISITE	2498	02499	23
*EXPERIENCE	1. THE TRAINEE WILL VIEW VIDEO-TAPED EPISODES OF STUDENTS ASKING QUESTIONS WHICH REQUIRE ILLUSTRATIONS AND/OR DEMONSTRATIONS OF SUBJECT MATTER, 2. THE TRAINEE WILL EXTEMPORANEOUSLY RESPOND TO THE QUESTIONS IN A TAPE-RECORDED, PROVIDING RELEVANT EXAMPLES TO ILLUSTRATE AND/OR DEMONSTRATE THE SUBJECT MATTER TO THE PUPILS, 3. THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS TAPED PRACTICE TEACHING EPISODE. THE EVALUATION WILL BE BASED UPON THE CREATIVE OF RELEVANT EXAMPLES.	02499	11
	SMALL GROUP (1-12 STUDENTS) COLLEGE	02499	12
*SETTINGS	1. VIDEO-TAPED EPISODES OF STUDENTS ASKING QUESTIONS WHICH REQUIRE THE EXPLANATION OF RELEVANT EXAMPLES TO DEMONSTRATE OR ILLUSTRATE. 2. TAPE EQUIPMENT.	02499	13
	ALL GRADES	02499	14
*GENERAL	ALL CANDIDATES	02499	15
*HOURS	1/2	02499	16
*EVALUATION	INSTRUCTORS JUDGMENT.	02499	17
*FILE	BLANK, BEHAVIORAL STRATEGIES, ILLUSTRATING SUBJECT MATTER	02499	18
		02499	19
		02499	10
		02499	5
		02499	8
		02499	7
		02499	6
		02499	24
		02499	9

Level -- For pre-school teachers; grades 1-4; grades 5-8; all candidates
 General -- General Classroom Teacher, Subject Specialist or both
 Hours -- Approximate time for student to complete experience
 File -- Index terms under which this module filed

experience modules presented in this program model are more apt to be seen as indications of the sorts of experiences which the implementing faculty should design for itself. This interpretation is both respected and encouraged. It is contended by the designers of this program model that participation of a faculty in the selection, design, evaluation, and redesign of the experience modules is requisite for the complete local implementation of any professional preparation curriculum.

This curricular organizational plan of a few major areas developed by many short, single-purpose experience modules assures great flexibility in implementation by teacher education institutions and yet provides sufficient detail for specificity. Each module can be tested and modified, deleted, or expanded. The sequence of modules within a cluster can be rearranged to permit an infinite variety of situations. The sequence of clusters can also be changed. While a specific organizational plan is projected, several alternatives are suggested which may in turn catalyze yet other possible arrangements.

The flexibility of the curricular organization is matched by the responsiveness of management. An evaluation--program development--management system supported by a computer-based information retrieval system is built into the program to expedite change and improvement in the teacher education program.

GENERAL-LIBERAL EDUCATION

A broad, basic core of general-liberal education, designed to foster individual fulfillment and to prepare citizens for participation in our democratic society, is necessary in teacher preparation. The objectives of this area are:

1. To understand the role language plays in a society.
2. To comprehend the physical and biological aspects of the world and universe and their constructive social force.

3. To understand society and differing cultures, both in the United States and abroad.
4. To enhance sensitivity to one's own role in modern societies.
5. To grasp relationships as expressed in mathematics.
6. To conceptualize the potentialities in man's historical past and in the transient, uncertain present.

All these objectives serve the purpose of a higher objective: to relate the student's knowledge to the study of human behavior.

Rather than providing a series of survey courses, this model proposes a basic core of general-liberal education experiences which emphasize the contributions the various disciplines of liberal arts and sciences make to an understanding of man, his behavior, his ideas, his society, and his world. The intent is to help prospective teachers develop the basic analytical skills which are prerequisite for making intelligent decisions about current societal problems. Provision is made for students to become active participants in formulating relevant educational structures which bridge personal experience and curriculum content.

The General-Liberal Education area is divided into three components: humanities, social science, and natural science. A Modes of Inquiry Seminar focuses upon similarities and differences among the problem-solving techniques of various disciplines. Detailed specifications for each of these subdivisions may be found in Section IV of this report; a brief description of each follows.

Humanities

The principle characteristic of the humanities is the involvement of the student in questions of value such as: "What is man?", "What is the good, the true, and the beautiful?", and "What should man live for?" The selection of content,

the exercise in basic skills, and the module organization are designed to promote an understanding of human behavior in humanistic terms. The student begins his study of humanities with a workshop laboratory experience in the disciplines of literature, art, and music. After exposure to the way in which a writer writes, an artist designs, and a musician composes, the student is ready for an integrated study of the humanities.

In a subsequent series of experiences the student explores the basic issues of western man, classics of the west, and the American Quest. Each part includes some materials required of all students and a series of alternative assignments and experiences from which a student may choose portions of his program. These alternatives are not offered as random options, but are designed to give depth of experience in equally relevant materials. Through readings, both primary and secondary, the student struggles with humanistic problems. By writing essays, keeping a journal, and discussing in class he communicates his own response and thoughts. Analysis of contrary points of view on basic issues provides opportunities to differentiate between ideas, to contrast and compare arguments, and to construct a personal position on certain issues.

Exposure to the thoughts, institutions, and arts of the non-western world expand the student's view by sensitizing him to cultural biases. While the cultures of Africa, India, and Southeast Asia are envisioned as relevant to the program, only the Africa sequence is included in this model and is intended to serve as a paradigm for this phase of the program.

Social Science

The social science component introduces the student to the nature of the social science disciplines including geography, anthropology, sociology, political science, and economics. These fields are represented as systems. Geography, for example, is represented as a fundamental ecological system, anthropology as a cultural system, sociology as a social system. Through a carefully structured sequence of experiences, the decision-making modes of social scientists are explored, and students are provided an opportunity to employ these decision-

making processes in real and simulated situations. Experiences are designed to sensitize the student to the possibilities that lie in the use of these skills. The student becomes aware of the interactions among social forces and their impact on education.

Natural Science

The natural sciences and mathematics have contributed greatly to man's understanding of his universe and his relationship to other organisms and objects he perceives as existing. Western thought, in particular, has been influenced by the development of logic and mathematical proof and by the accumulated data from which science induces the evidence for a law. The first two modular clusters in this series draw heavily on a historical view of man's concept of the universe and of his theories concerning his own role. The final cluster presents an overview of mathematics, emphasizing the unique contribution made by students of patterns and relationships between science and man. The central theme of this component is the effect upon our culture by the natural sciences and mathematics.

Modes of Inquiry Seminar

The necessary fragmentation of man's total cultural accomplishment into disciplines and clusters of modules can leave the student breathless and bewildered. In addition, the unevenness of first contacts and the order of events often make difficult the job of seeing the common aspects in all scholarly endeavors and particularly in one's own role as a student. Teachers, perhaps more than other citizens, should be lifelong students who enthusiastically seek new ideas and intellectual stimulation. They need, therefore, to learn to use effective forms, or modes, of scholarly inquiry.

A modest attempt to meet this significant need is inadequate. One must boldly proclaim that it is worth doing, that it can be done, and then plan and carry out a meaningful exercise in learning. This aspect of the program would not be constant nor fixed; seminars, symposia for students, and faculty presentations are all part of the arsenal.

Some questions to be attacked include "What is education?", "How do we think?", "What is worth living for?", "How do you feel about culture?". Speakers may present these views to be challenged by students or other speakers. In all cases varying view-points from members of the faculty, from students, and from visiting scholars would be exposed.

SCHOLARLY MODES OF KNOWLEDGE

The content used in the study of Scholarly Modes of Knowledge integrates with the third major curricular area which is concerned with Professional Use of Knowledge. Scholarly Modes of Knowledge differs from General-Liberal Education in two essential ways: the content included in Scholarly Modes of Knowledge is more directly applicable to teaching in the elementary school, and the modes or styles of inquiry of scholars are stressed. While General-Liberal Education provides the foundation for a life-long search for meaning and values, the study of Scholarly Modes of Knowledge opens the door to disciplined inquiry into those areas related to the elementary school curriculum. The component parts of the major curricular area, Scholarly Modes of Knowledge, are social science, natural science, mathematics, fine arts, linguistics, communication, and literature for children. A detailed set of instructional specifications for each are included in Section V; a brief description of each follows.

Linguistics

The basic goals of the linguistics component are:

1. To explore the nature of language as it has been determined by linguistic research.
2. To distinguish facts from emotionally-based or culturally-determined views about language.
3. To investigate those results of contemporary research on the grammar of English which are directly relevant to the student's future role as an elementary school teacher.

The component includes five sections:

1. Basic concepts
2. The phonological system of English
3. English morphology, semantics, and the lexicon
4. English syntax
5. Regional and social dialects of American English.

For each section, in addition to lectures and group discussions, the student is involved in independent work concerning the relationship of the theoretical material to the stages in children's acquisition of language and to the teaching of reading, spelling, and grammar in the elementary school.

Communication

Emphasis is placed on verbal and non-verbal communication patterns. Simulated experience with cross-cultural contacts aids the student to better understand himself and his feelings toward others; and as he increases his understanding of self and others, he is expected to analyze his encoding and decoding of messages and his choice of channels. These experiences are not simply "speech", or the sending aspects of communication, but involve message reception and decoding as well. The affective domain is tapped as students explore their own reactions to simulated episodes. A key behavior sought is the ability of the prospective teacher to analyze communication events and patterns and to relate these to his work as a teacher.

Literature for Children

The study of literature for children combines the literary arts and the graphic arts. Emphasis is placed on the characteristics of the genres of literature and on the media and styles of art used by artists to illustrate children's books. Considerable attention is given to the study of the techniques and materials

that the teacher can use to create an environment in which children can grow to enjoy and appreciate excellent literature. Students also explore many other uses of literature by children and the probable effects of literature upon children.

Fine Arts

The fine arts component is considered in three aspects: art, music, and dance and drama. Emphasis is on the respective mode of perception and creativity of each area: visual, aural, and motor. Teaching art values, concepts, and productive behavior in children forms a basic concern in the program. The tangible objects of art are subjects of aesthetic evaluation as well as the end products of a disciplined process. The student manipulates materials from which works of art are constructed.

The aural mode of perception is encouraged through music. Experience in listening to both familiar and unfamiliar musical forms assists students in developing a tolerance toward all forms of musical expression.

Dance and drama provide an opportunity to respond aesthetically through the use of the whole person. The bodily form of expression and communication in dance and drama provide the future teacher with experience in objectifying in motion inner feelings and thoughts. Such experiences are designed to make him more aware of the symbolic character of physical motion, an awareness which can increase his sensitivity to children and their play.

Social Science

The social science component is devoted to social science theory and research. Emphasis is placed on the interaction that takes place between personality and basic social systems. How, for example, does an individual affect the society of which he is a part? What role does society play in the life of the individual? A theme followed throughout this study is the nature of conflict involved in these interactions and the resultant decision-making process.

Science

Natural Science experiences are designed to develop the prospective elementary teacher's competency in the use of ideas and materials appropriate to elementary school science. Examples are taken from geological, biological, and physical sciences. Though certain modules are required of all students, optional experiences are also available.

Much of the component can be handled through directed independent study using an auto-tutorial approach. The laboratory then becomes integral to a variety of independent activities. In such an arrangement, students complete during each term approximately ten required and ten optional laboratory-based packages.

Mathematics

The need of a basic background for teaching elementary school mathematics directs the choice of content and the method of approach in this component. The foundations of arithmetic, algebra, and geometry form the basic core. Experiences in the area, Scholarly Modes of Knowledge, are interrelated with those in the area, Professional Use of Knowledge, and in the clinical components. Thus, as the student learns mathematical content through lectures or directed independent study, he can practice the concept immediately in a mathematics laboratory, consider the implications for professional use, and employ his knowledge in a field setting.

PROFESSIONAL USE OF KNOWLEDGE

The area, Professional Use of Knowledge, provides the prospective teacher an opportunity to learn how to translate knowledge into educational action in classrooms and communities. Building upon General-Liberal Education and the study of human learning and integrating with the work done in Scholarly Modes of Knowledge, this area focuses upon the study of instructional strategies with particular emphasis on the specific

content included in the elementary school. Simulated and live contact with elementary-school-age children is planned.

Experiences in the component areas of reading, language arts, social studies, science, and mathematics are summarized below, and detailed specifications are provided in Section VI.

Reading

The reading component is organized into nine sections. The first six sections develop competencies related to the teaching of basic developmental reading skills and are required of all students-although differentiated experiences are planned within each section for the various teacher specialists. The seventh section is a specialized series of experiences focusing on the teaching of readiness and beginning reading and is required of all students preparing to teach nursery school, kindergarten, grade one, or grade two. Section eight is a specialized series of experiences focusing on the teaching of reading in grades three - eight, particularly in terms of reading in the content areas and recreational reading. Section eight is required of all students planning to teach grades three - eight. Section nine is a seminar which accompanies the internship experience. All sections of the component are designed to develop knowledge, comprehension, application, and analysis of the techniques used in the teaching of reading and to build in teacher-trainees a value system which will guide their use of the accumulated cognitive learnings about reading instruction.

Language Arts

The language arts component is focused on the skills involved in listening, speaking, writing, and the supportive tool skills of spelling and handwriting. The strategy for studying these skills includes an examination of the objectives, instructional procedures, and evaluation techniques for each of the language arts through analysis of several programs in existing elementary schools. This examination will be filtered through the study of affecting variables such as socio-cultural, environmental and personal-professional influences to permit

the examination of language arts to be both analytically descriptive and prescriptive.

Social Studies

Responsible, informed decision-making is the dominant theme pervading the social studies component. This theme is developed in two ways: by sensitizing undergraduate students to the range of decisions they are likely to encounter as teachers of the social studies and by giving them actual experiences in making these decisions. The decisions envisioned affect not only the day-to-day tasks of the social studies teacher, but more importantly, they affect his relationship with other teachers, the school administration, pupils and their parents, the neighborhood, the local community, the nation, and other nations of the world. This complex network of pedagogical and personal decisions is so closely interrelated as to defy precise analysis. Certainly a teacher does not leave a portion of his "self" outside the door of his classroom waiting to be retrieved at the end of the school day. In one way or another, the sum total of his personality reaches expression in his teaching. His attitudes toward the learning disabilities of disadvantaged pupils, his concepts of the school as an agent of social change, the levels of aspiration he establishes not only for his pupils but for himself--these are but a few of the areas of decision making that give meaning and direction to the social studies.

A wide variety of instructional settings provide the foci for teaching decision-making to prospective elementary teachers. These include actual and simulated experience in elementary classrooms, micro-teaching, self-study projects, and many different kinds of laboratory and field experiences.

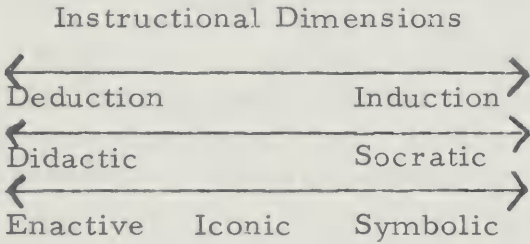
Science

Prospective teachers of elementary science at this point embark upon a series of modular experiences designed to implement the concepts gained from the study of scholarly modes of knowledge and to develop meaningful patterns of

classroom activity. By means of auto-tutorial, and small and large group approach, students are involved in a multi-dimensional study of elementary science philosophy, curricula, methods, skills, materials selection, media utilization and evaluation techniques. The professional appraisal of procedures of scientific inquiry, attitudinal change, and experimental design necessarily reflects societal as well as technological issues and problems.

Mathematics

The study of this component, mathematics, gives the preparatory elementary teacher an opportunity to translate the mathematics learned in Scholarly Modes of Knowledge into mathematical concepts and skills for elementary pupils. The teacher becomes aware of the instructional dimensions to be considered in planning for related clinical activities. These dimensions are illustrated by the following continua.



HUMAN LEARNING

Specific study of human learning occurs twice in the undergraduate program. Exploring human capacity for learning, understanding environmental systems, and inquiring into cognitive development are the three basic behavioral areas which planned educational experience must bring into interaction. The first contact with systematic study of human learning occurs early in the prospective teacher's undergraduate program. Various approaches to the problems of learning and human development are explored. The issues in learning theory and research are examined as a means of explaining the impact of environmental systems on a teacher's decision-making processes. This first experience thus provides

a basis for further study and professional growth.

The second experience in the study of human learning occurs during the senior year, concurrent with internship. At this time the intern studies the environmental systems which influence the growth of the human being and with which the educational process must be concerned. It is assumed that an elementary pupil lives in a series of environmental systems:

1. His own internal environment
2. The environment created by the family
3. The environment created by the school
4. The environment created by the community
5. The larger cultural environment consisting of elements and forces from the national and international arenas.

The more skill and perceptivity that can be developed in analyzing positive and negative elements within these several environments, the more sophisticated response the educational worker can make in diagnosing and developing the behavioral competencies of the pupil.

The general purposes of this second area of human learning study are to enable the teacher-intern:

1. To perceive the school as a social institution with present and future relationships to other major institutions of our culture and of selected other cultures.
2. To utilize such basic concepts as stratification, role, status, and prestige as tools of analysis for clearer understanding of classroom, faculty, institutional and societal situations.
3. To understand the potential and actual contribution of non-school agencies to curricular experiences of young people.

4. To formulate a meaningful relationship among the many factors which influence the pupil's development.

With increasing urbanization in American society and a changing cultural orientation, tools of inquiry in analyzing societal forces and experience in using the tools of inquiry in actual situations are important assets to teachers. As one experience toward mastering the use of the methods, concepts, and principles of environment investigation, students make an analytical study of their teaching community during internship. Specifications for this and other experiences are included in Section VI.

CLINICAL AND FIELD EXPERIENCES

Clinical experiences are:

1. client related
2. include manipulation of instructional variables
3. include the element of feedback so that improved instruction occurs.

The above three elements interact to give clinical a connotation which is greater than the sum of its parts. In the context of professional training, clinical connotes the behavior style (or gaining of behavior style) appropriate to professional service. The six basic activities that comprise the clinical behavior cycle of decision making include describing, analyzing, hypothesizing, prescribing, treating, and observing consequences. The last activity, observing consequences of the treatment administered, in turn leads to the first, describing the changed situation, to begin a recycling of feedback.

To develop and expand a prospective teacher's facility in employing a clinical behavior style in teaching, progressive intensity of a pre-professional contact with children and schools is built into the preparatory program. Clinical procedures are analyzed and practiced through both simulated and actual situations.

Five sets of clinical and field experiences are described herein; detailed specifications are presented in Section III.

Tutorial

Early experience with children in a teacher education program is deemed important for reality testing purposes. During the first two years of college, the student works in one or more child-related roles. During this period he might work with children as an assistant elementary teacher, at the local YMCA, in a children's hospital, in Head Start programs and other pre-school programs, in a settlement house, summer camp, or scouting programs. Purposes of this experience include:

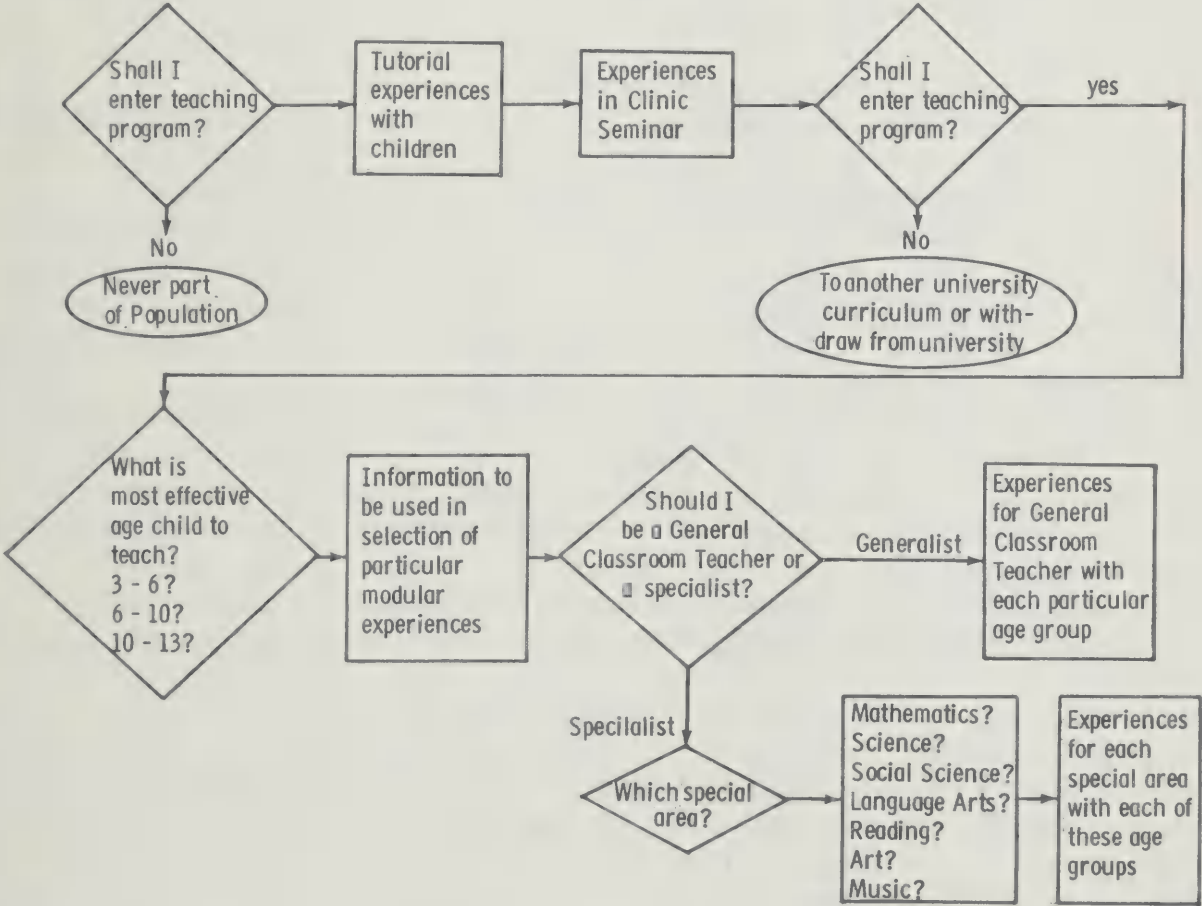
1. role identification
2. self-screening
3. reality testing of children-models
4. sensitivity training
5. general awareness of people--their hopes, dreams, and ways of acting.

Career-Decision Seminar

The general purpose of this seminar is to aid prospective teachers to make adequate decisions concerning four questions:

1. Should I prepare to become a teacher?
2. If so, what general age children am I most likely to be effective with?
3. Do I prefer the activities and role of a general classroom teacher, or should I specialize in a subject area?
4. If I choose to be a subject specialist, which area is most suitable?

Since many facets of the curriculum are tailored according to the particular interest of teacher-trainees, an early decision supports a more precisely focused program. This decision seminar is designed for students completing their freshman year or beginning their sophomore year. While decisions are made at this time are not binding, change at a later time would require some restructuring and redesigning of a student's program. Following the seminar some students may transfer to the Associate Teacher Curriculum or to another program in the university. The flow of the four questions a student responds to during the decision seminar can be diagrammed as follows:



In addition to assisting the student answer the above questions, this first formal clinical experience is designed to:

1. Collect actuarial and personal data on students as base-line information for study programs.
2. Follow up tutorial experiences of students who have worked with children in a settlement house, boy camp, Y.M.C.A., playground supervision, or as an assistant teacher.
3. Introduce the role and functions of an elementary teacher.
4. Provide simulated classroom experiences for reality testing purposes.
5. Provide formal screening of candidates to be admitted to the program.
6. Include some sensitivity-training relating to needs of others.

Analytical Study of Teaching

This set of experiences provides various opportunities to test teaching skills in simulated or real classroom situations. Three types of experiences can be mentioned to illustrate possible activities appropriate at this point in the training program. First, each student can analyze a set of visually recorded classroom scenes or vignettes. What occurred? What relevant conditions existed? What decisions did the teacher make? What were the consequences? What suggestions would improve the learning? Second, each student can participate in simulated classroom episodes. This permits him to make his first translation of ideas from analysis into practice. Third, each student can work with three to five pupils in a micro-teaching experience. These episodes can be video-taped so that the student can review and evaluate his teaching performance as he works on various aspects of the teaching act.

Teaching is a complex operation involving analysis of many variables and selection from a galaxy of potential decisions. Control of the introduction of these variables in the initial phases of teacher education permits an orderly and systematic initiation into teaching.

Team Teaching

A principal departure from the common student teaching experience is the assignment of students as members of teaching teams in elementary schools. A team consists of:

1. An intern consultant*
2. Intern teachers or experienced teachers
3. Pre-interns or student teachers.

This team functions as a unit in providing instruction in elementary classrooms. The joint involvement of trainees and intern consultants assists the intern teachers or experienced teachers in their teaching while providing a realistic and guided experience for the trainees while they are still in their teacher preparation program. An Additional advantage for the trainees is the opportunity to view the teaching process from a broader base. They are enabled to teach in more than one classroom and at more than one grade level; they can become acquainted with the organization of schools and the functions of various school personnel; they can analyze the performance of other team members and receive assistance from senior team members.

One or more instructional associates may also be members of the team. Their preparation is described in Section VIII.

*The intern consultant is a highly-skilled experienced teacher selected from an elementary school to work full time with intern teachers.

Internship

Students are assigned full-time to an elementary classroom for an academic year under the guidance of an intern consultant. Autonomy and responsibility for classroom activities, with significant assistance from university and school district resources, characterize this phase of the undergraduate program.

Internship provides the opportunity to translate, as a beginning teacher, the study of human behavior into strategies of instruction. The intern consultant provides assistance and supervision during this period. A unique cooperative school district-university fiscal arrangement for internship staff is discussed in Section IX. In this plan five interns are assigned to five elementary teaching stations under the direction of an intern consultant. The combined salaries of these six people is equated with that of five beginning teachers, thus insuring supervision as a built-in part of the program.

TEACHER SPECIALIZATION

While the above descriptions of the five major curricular areas suggest the general nature of the teacher preparation program, they do not provide the detail which reveals its scope and sequence nor do they indicate alternate routes that students may follow.

To date most elementary teacher education programs have been designed for a general classroom teacher. The need for such teachers and for a training program for them is expected to continue to exist in the foreseeable future. Pre-school and primary grades may continue to rely upon a person of general subject-centered skills, and many schools are likely to retain self-contained classrooms in the upper grades for many years. There is emerging, however, a second teacher role in the elementary school--that of the subject-matter specialist. Two separate organizational approaches, the development of the middle school and team teaching, require teachers with strong subject-matter competency. Further, experimental curriculum

movements in mathematics, science, social science, and language demand increased expertise on the part of the teacher. The expanding need in the future is likely to be for teachers who have specialized in subject areas such as mathematics, science, language arts, social science, reading, art, and music.

Differences in the ages of children also require differences in the backgrounds of teachers. Professional translation of human study is focused upon the unique needs of each group of children. Program branching, therefore, is provided those students planning to teach pre-school, primary school, and middle-school children. Pre-school includes children aged three through six, or nursery school and kindergarten. Primary school is defined for our purposes as grades one through four in a graded school or ages six through ten. Middle-school includes children from ten to thirteen, or until entry into the high school program.

Thus program differentiation and specialization occur along two dimensions:

1. The amount and area of subject-matter specialization.
2. The age of pupils to be taught.

The choices possible along these two dimensions generate twenty-four program modifications as illustrated in the following figure.

Teacher Specialization	Elementary School		
	Pre- School	Primary School	Middle School
General Classroom Teacher	x	x	x
Mathematics Teacher	x	x	x
Science Teacher	x	x	x
Social Science Teacher	x	x	x
Language Arts Teacher	x	x	x
Reading Teacher	x	x	x
Art Teacher	x	x	x
Music Teacher	x	x	x

ILLUSTRATIVE SCOPE AND SEQUENCE

Specifications for the undergraduate teacher preparation program are so designed that they may be tailored to either four - or five-calendar-year trainee program. The extensiveness of non-professional coursework and graduation-certification requirements in the various universities and colleges stipulate certain requirements unique to the implementing institution. In most implementing colleges and universities, a four-year program will require two full summer terms in addition to four academic years to meet graduation and certification standards. When the teacher preparation program is modified for a five-year span, these two summer terms become part of the fourth year, and internship occurs during the fifth year.

A fourteen-term program comparing and contrasting an illustrative scope and sequence of courses for the general classroom teacher and the subject specialist is outlined below. While the subject specialist concentrates on two subject areas in the model, the generalist studies more broadly. Undesignated elective courses are included to provide for program modification by implementing institutions.

It cannot be emphasized too strongly, however, that this is but one of many possible modifications open to an implementing institution within the theoretical guidelines previously set forth. Within each module cluster, individual modules may be assessed and revised. Clusters themselves can be rearranged and redesigned. In some programs, for example, the area, Scholarly Modes of Knowledge, would be required for all students, while other programs might emphasize only part of this area. For reading and science, to use another example, the current writing team has included modular experiences to be studied during internship. Adopting institutions may or may not wish to use such a stance.

Illustrative Programs: General Classroom Teacher and Subject Specialist

	General Classroom Teacher	Subject Specialist
Terms 1, 2, 3	Humanities I - General-Liberal Education 9cr.* Social Science - General-Liberal Education 12cr. Natural Science - General-Liberal Education 12cr. Tutorial Experiences 0cr. Career Decision Seminar 3cr. Electives** 9cr.	Humanities I - General-Liberal Education 9cr.* Social Science - General-Liberal Education 12cr. Natural Science - General-Liberal Education 12cr. Tutorial Experiences 0cr. Career Decision Seminar 3cr. Electives 9cr.
Terms 4, 5, 6	Humanities II - Basic Issues of Western Man 4cr. Humanities II - Classics of the West 4cr. Humanities II - The American Quest 4cr. Communication Seminar 3cr. Humanities III - Non-Western Culture 3cr. Human Learning 5cr. Linguistics - Scholarly Modes of Knowledge 3cr. Social Science - Scholarly Modes of Knowledge 9cr. Science - Scholarly Modes of Knowledge 8cr. Mathematics - Scholarly Modes of Knowledge 4cr.	Humanities II - Basic Issues of Western Man 4cr. Humanities II - Classics of the West 4cr. Humanities II - The American Quest 4cr. Communication Seminar 3cr. Humanities III - Non-Western Culture 3cr. Human Learning 5cr. Scholarly Modes of Knowledge for two disciplines plus specialized work in both areas 25cr.
Term 7	Fine Arts - Scholarly Modes of Knowledge 4cr. Literature for Children 3cr. Electives ** 3cr.	Specialized work in two disciplines 15cr.
Terms 8, 9, 10	Professional Use of Knowledge 15cr. Clinical Experiences 10cr. Electives ** 21cr.	Professional Use of Knowledge (In two areas of Specialization and in reading) 9cr. Clinical Experiences in areas of Specialization 10cr. Specialized Coursework in two disciplines 17cr. Electives 9cr.
Term 11	Modes of Inquiry Seminar 3cr. Electives ** 12cr.	Modes of Inquiry Seminar 3cr. Specialized coursework in two disciplines 12cr.
Terms 12, 13 14	Full year intern teaching in elementary school as general classroom teacher 10cr. Human Learning 5cr.	Full year intern teaching in elementary school as subject specialist 10cr. Human Learning 5cr.

GRADUATION AND INITIAL CERTIFICATION

*Term as used in this model refers to quarter credit-hour arrangements

**Credits designated as Electives in this illustrative model could be used to build a firm subject foundation for the General Classroom Teacher

Several areas in the illustrative model program are studied by both the general classroom teacher and by the subject specialist. These are:

- General-Liberal Education
- Human Learning
- Tutorial Experiences
- Career Decision Seminar
- Reading--Professional Use of Knowledge
- Communication Seminar

The two major curriculum divisions differ in these areas:

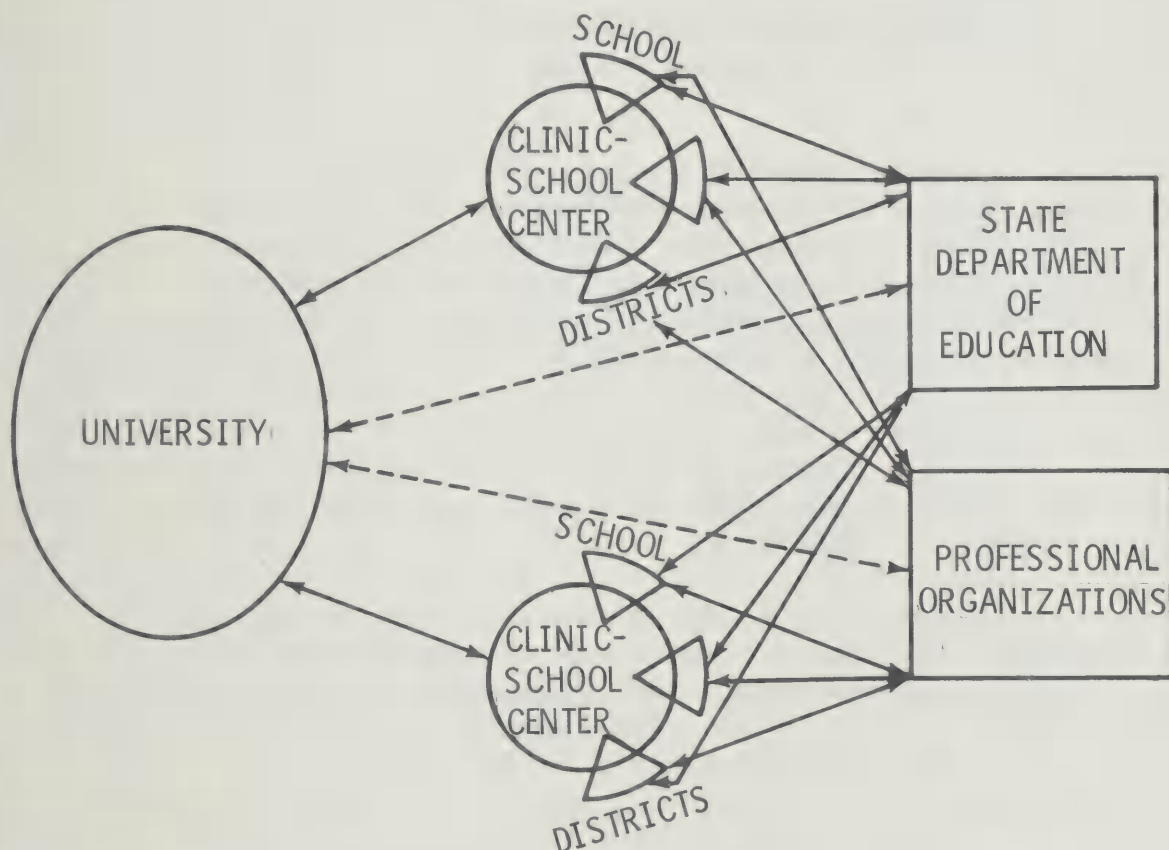
- Depth study in two subject areas by the specialist
- Different clinical experiences in team teaching and internship
- Scholarly Modes of Knowledge outside two major areas not required, although they may be elected by the specialist

CONTINUED PROFESSIONAL DEVELOPMENT

The completion of pre-service teacher education requirements is only the beginning of a professional teacher's development. Joint responsibility by schools and universities for the in-service education of all professional and ancillary personnel is a necessity today. Previously the university tacitly accepted almost complete responsibility for pre-service education and graduate study (often in isolation from the real world of teaching) while the elementary schools sometimes designed in-service experiences for their staff. Such care-

lessness as to the growth of the practicing teacher can no longer be tolerated.

This program model is predicated upon joint responsibility by several educational agencies for the continuing education of teaching staff. A Clinic-School Network is established to promote continual feedback and development of the program. A college or university works with one or more school systems. Larger programs incorporating several clinic-school centers could function as a network such as that illustrated below.



CLINIC SCHOOL NETWORK

Elementary schools become the clinic setting for pre-service teacher development. They furnish the basis for material upon which the undergraduate program is built, and they become the testing ground for teacher education theories. Prospective teachers observe pupils there and analyze teacher-behavior patterns. Interns teach there. University staff work there in developing appropriate materials for undergraduate instruction.

In a similar manner the university and the elementary school cooperate to promote the continuing education of practicing teachers. Through joint school district-university arrangements, seminars are developed. University scholars become sources of assistance in specific school studies concerned with improving instruction. Human and material resources from both the local school system and the teacher education institution assist beginning teachers. Building upon intern experiences, skill in utilizing inquiry modes is further extended through a variety of learning situations.

Such a program must, of necessity, be flexible. Differences among a teaching staff in personal characteristics, fields of specialization, and skills in analyzing human potential, for example, preclude formalization. In the present model some core experiences are described which are relevant to the continuing study of human nature, but this work is only a beginning in the needed comprehensive program. Analytic tools to assess the extensiveness of the clinical approach used by a teacher in a functioning classroom must be designed, tested, and modified before in-service education can be effective in improving the clinical stance.

Advanced study in the behavioral sciences for practicing teachers is directed toward a more sophisticated understanding of the variety of environments within which children develop, and the creation and utilization of the diagnostic, prescriptive, and evaluative tools for working with them in the school-community situation.

The teacher preparation model provides for a small proportion of post-MA teachers with highly developed clinical stances, leadership ability, and demonstrated success in teaching to be selected for extensive training in professional

leadership. Such personnel would become catalyzers for further development and refinement of the clinical stance in teacher education. They would work with undergraduates, serve as team leaders in instructional team-teaching situations, be intern consultants, develop elementary school and university curriculum materials, be elementary school principals, and assist with elementary pupils having unusual or difficult learning problems.

While each instructional leader's preparation program would be tailored to individual job descriptions, it would include special seminars in research, educational technology, clinical practice, and educational strategies. Part of the student's time might be spent in writing curriculum materials, trying out and evaluating recent innovations, and studying in exemplary schools.

PROGRAM EVALUATION AND DEVELOPMENT

A viable teacher education program requires a carefully designed, extensive, and workable evaluation system which in turn supports program development. Cognitive, affective, and psychomotor domains must be included in such assessments.

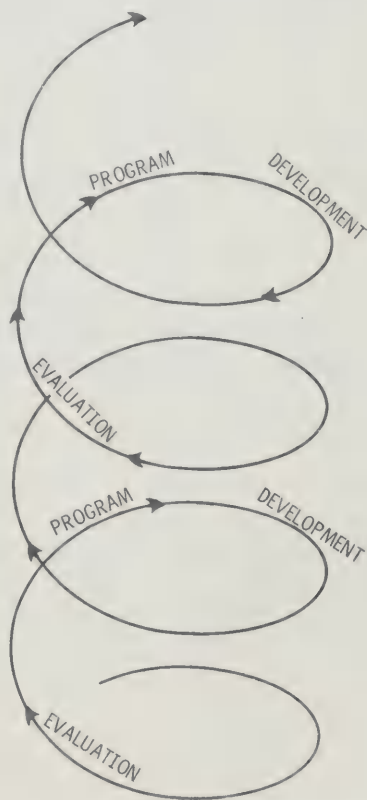
Each modular experience can, potentially, be tested for its contribution to a teacher's development, and test results can be compared with those of alternative experiences. The sequence of modular experiences can be assessed for continuity. Student assessment during the process, information retrieval, built-in check points, professor evaluation, and student performance during internship are some avenues for testing modules. These same procedures are useful in examining the effectiveness of module clusters in the total program.

The teacher education program model is designed for constant evaluation and feedback into the program. With a clinic-school network to service as a laboratory in many settings (rural, suburban, and inner-city), different school plants, different philosophies and curricula, and a required year of

internship, continuing and varied forms of program assessment are possible.

Periodic sampling of previously studied topics with different segments of the population could be useful in ascertaining the extent of concept maintenance and inquiry skills. Besides the clinic-school network and internship, the evaluation system might include a staff of researchers generating hypotheses and modifying data collecting devices, student advisors, intern consultants (who would be working full time with only five interns and would have the advantage of being close to their problems), and the information retrieval system and sub-systems on program, communities, and students (personal and program data). The evaluation system, taken as a whole, is designed to assess the effectiveness of this teacher education program and its management systems and to translate this evaluation into specific recommendations for the program.

Evaluation leads to constructive program development. How can this evaluation be translated into further refinement? The process can be likened to a spiral as shown in the following diagram.



But within this program a whole host of interlocking spirals interact. Some are at the module level, others at the component level, and others at the total program level. There would be, in effect, spirals within spirals. Teams of researchers, professors and students assess and improve the quality and efficiency of various segments of the program.

A highly refined feedback system contributes to both evaluation and program development. So long as students are isolated by program design from others at different levels of preparation, a professional unity and limitation of experiences is bound to result. Professional identity can very early be facilitated through such interaction. Thus, acceleration from student-oriented to profession behavior occurs. Within this model the following interactions are proposed: freshmen in Career Decision Seminar work in the classrooms of interns as assistant teachers; upperclassmen, interns, and practicing teachers chair Career Decision Seminar discussions; professional staff are assigned to periodic cycles including teaching, working with interns and teachers, and program development and research. Some experienced teachers from clinic-schools return to college to work with undergraduates. Some of these teachers would contribute through program development, refining teacher behavior analyses, simulation, and micro-teaching while other teachers would focus primarily on educational research.

Such regenerating through recycling is integral to the clinical approach emphasized in this model. Not only is the program designed to develop a clinical behavior style in graduates, it also utilizes a clinical approach in its own instruction of students and provides for continued renewal through analysis of the program itself.

MANAGEMENT

An extensive and flexible management system is necessary to support a complex enterprise such as that described above. The organizational pattern was designed to be adaptive, responsive, and vital in meeting the demands of such a program as

just outlined.

The organizational plan includes five subsystems. Two subsystems carry operational responsibilities.

1. Program Development
2. Clinical Experiences

In addition, consultative services are provided by three staff subsystems.

1. Evaluation
2. Information Retrieval
3. Management Planning

Directors of each of these subsystems work as a Planning Board under the direction of the Project Director. The Management aspect of the program is designed to employ the same decision-making techniques advocated for teachers. The clinical behavior style permeates every phase of the program.

Teacher education should not be the sole domain of colleges and universities. School systems, professional organizations, state departments of education, and students all have rights, responsibilities, and contributions to the program. Each of these groups are involved in several ways in the program. They are involved in selected aspects of evaluation, in program development, in instruction of future teachers, and in the management context as members of several advisory boards.

The Management Subsystem assists the directors of other subsystems, the Planning Board, and the Project Advisory Council in the areas of systems planning, systems development, and systems analysis. Expertise in the use of PERT, PERT/COST, PPBS, and other management-planning tools are located in this subsystem. Efficiency of operation coupled with adaptability are objectives of this subsystem.

The Program Development Subsystem is responsible for developing and ultimately delivering the non-clinical experiences of students. Program development is accomplished by several means: revision of current modular experiences, input of new ideas or modes of inquiry from scholars in various content areas, the addition of new program tracks, and revision in the clustering and sequencing of instructional modules. Drawing upon data from the Evaluation Subsystem and direct feedback to instructor-curriculum writers, materials and experience modules are modified, expanded, or deleted.

The Evaluation Subsystem assesses the viability of the program and its various components. It consults with program development personnel in precisely stating objectives; it mobilizes the instruments and analytical techniques of the behavioral sciences to observe, measure, and assess the overt actions of individuals and groups; and it suggests research designs to study program effectiveness.

The Information Retrieval Subsystem provides the means to store and retrieve selected information from the mass of data collected in the project. Student records, research data and clinic-school information are readily handled in the I R system. Experience modules are stored in the system. Index terms and selectivity of retrieval aid in program analysis. With the addition of new modules, or the modification of existing ones, the I R system can be readily up-dated, thus providing a continually current program description.

Thus, one service provided implementing institutions is a current complete description of the program. Either data cards which contain the file of modules or corresponding computer tapes can be easily replicated for transfer.

The Clinical Experiences Subsystem is responsible for developing clinical experiences for teacher trainees in actual or simulated settings. This subsystem is responsible for the permeation of clinical experiences and the clinical behavior style throughout the program. While not all clinical experiences occur in elementary school settings, a Clinic-School Network

is established to promote continual feedback and development of the program.

The management aspects of operating such a network are discussed in Section IX, and prototype center network now in operation is described. In Section VIII the implications of The Clinic-School Network for continued professional study is outlined.

SECTION III

CLINICAL EXPERIENCES

Behavioral Science Elementary Teacher Education Program

Michigan State University

1968

SECTION III

CLINICAL EXPERIENCES

Emphasis on clinical and field experiences is a major feature of this program for preparing elementary school teachers. This emphasis is the outgrowth of experience, evaluation, and experimental work at Michigan State University. Historically it has four distinct roots:

1. Experience with a wide variety of patterns of teacher preparation since 1954, each of which has increased the role of public school participation in providing extensive full-time field experiences for teacher trainees.
2. Increased participation of faculty from academic departments, many of whom believe, in the manner of Professor Conant,¹ that the clinical and field experiences are the most defensible aspects of professional training.
3. Investment of the College of Education since 1962 in a series of studies designed to increase the relationship between teacher education and behavioral science.
4. Establishment of a distinct School for Teacher Education in 1963 which has been in a position to heed the leadership of the American Association for Colleges of Teacher Education, to whose studies and publications concerning conceptual design in teacher education this report acknowledges its specific debt.

¹James B. Conant, The Education of American Teachers. (New York: McGraw-Hill Book Company, Inc. 1963).

Clinical experiences are not clustered into one certain time period. Unlike training programs which virtually restrict client-contact experiences to a "September experience" followed years later by a "capstone" student teaching assignment, the clinical experiences in this program model are a continuing accompaniment of the other components of the program. In fact, although a year of teaching internship is designed into this program--and it is the last year, for the obvious need for training and maturity before taking on such a responsible assignment--the bulk of the clinical sequence as formally structured would be completed before the year of internship. The clinical experiences begin within the context of a Career Decision Seminar within the freshman year and flow continually alongside the various academic studies until fruition in the internship.

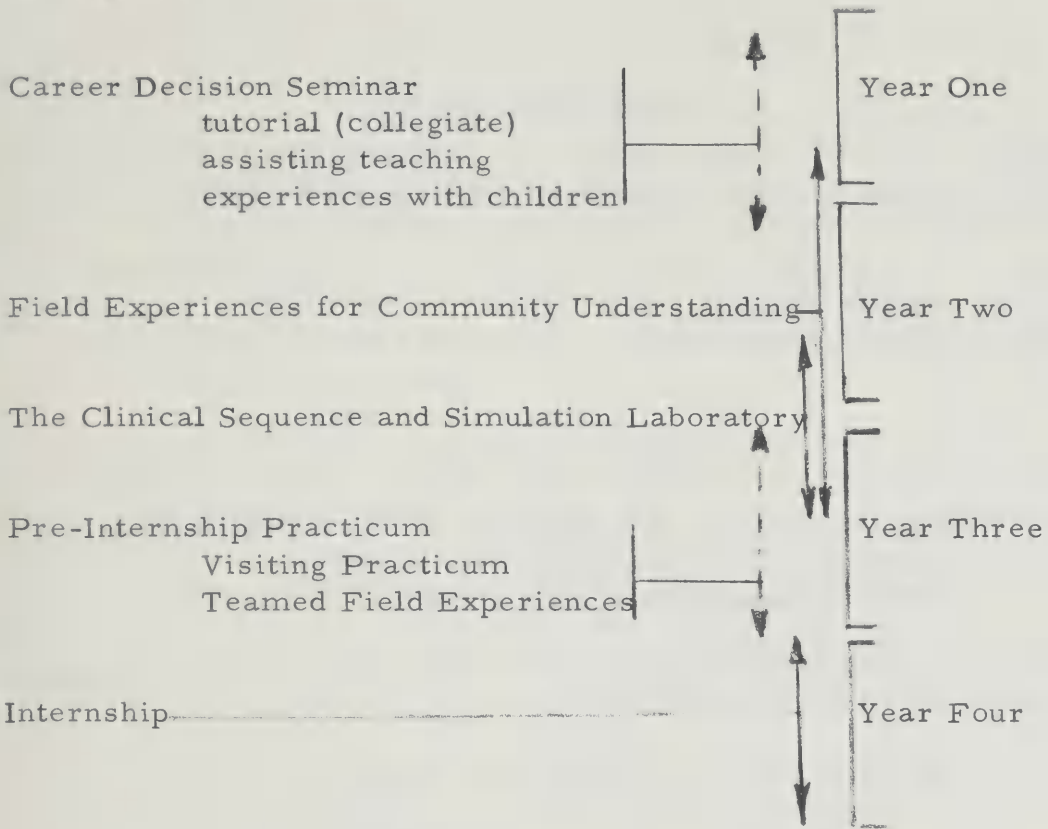
Similarly, field experiences are a steady accompaniment of the course work throughout the four years of teacher preparation. Early field experiences are a function of the Career Decision Seminar, the non-simulated clinical experiences, and the adjunct experiences needed for understanding the applications of certain liberal studies.

THE CAREER DECISION SEMINAR

Each student entering the teacher education program described in this report is provided opportunities to become acquainted with the nature of teaching and to gain some acquaintance with the teacher role very early in the collegiate experience. For some the Career Decision Seminar allows a smooth continuity from high school "future teacher" activity, for others it provides an early opportunity to test the assumed aspiration against the realities of teaching and for all it provides a set of foundational experiences with learners which serves as a starting point from which to develop the clinical experience sequence.

Three sets of teaching experiences are provided in the Career Decision Seminar:

Undergraduate Clinical and Field Experiences--Shown according to the periods of time in which each experience cluster or sequence takes place--



Note: dotted lines indicate variability of time, depending on the student's needs

1. Tutorial (collegiate)
2. Assisting teaching (collegiate)
3. Experience with children

The tutorial and assisting experiences take place on campus. They are assignments to tutor fellow students in classmate learner teams, to tutor students who are having academic difficulties in freshman courses wherein the trainee is reasonably competent, and to assist selected professors at whatever level the student's ability allows. The experiences with children may be gained in playground recreation, coaching, school duties, child-care centers, and church schools.

The Career Decision Seminar builds upon these individual field and on-campus practicum experiences through a twice-weekly discussion with peers under the guidance of a faculty member in elementary education. The focus of these discussions is on the sharing of reactions and the consequent building of a composite view of the demands of teaching. Individuals in the seminar are expected to assess themselves against this composite view and to make decisions about the directions their career should take.

The decisions to be confronted by the students enrolled in the Career Decision Seminar, the experiences which will help them clarify the issues and options, and the major alternatives open at each stage of decision-making are indicated below:

College Freshman: Shall I consider a career in teaching?

Decision:	yes	no
	Enroll in the Career Decision Seminar	(Do not enroll)

BEGIN EXPERIENCES
AND DISCUSSIONS

- 1)tutorial teaching
- 2)assisting teaching
- 3)experience with children

Seminar members: Do I like to do what teaching demands ?

Decision:	yes	no
	Consider questions related to my preferences and needs	withdraw from program

Seminar members: What age children do I prefer to teach?
(With which age group am I most likely to be comfortable and competent?)

Decision: 3-6 year-olds ?	6-10 year-olds ?	10-13 year-olds	Older than 13 ?
Request more experience with this age group to further test preference	(as at left)	(as at left)	Change to secondary preparation program

Seminar members: Would I prefer to be a "general" teacher or specialist?

Decision:	Generalist	Specialist
	Declare for General Classroom Teacher program option	Declare for specialized program option

The interaction of decisions relative to these questions allows the freshman to put himself on one of the twenty-four major program alternatives shown in the following figure.

Specialization	Age Level of Children		
	3-6	6-10	10-13
General Classroom Teacher	x	x	x

Specialized			
Mathematics Teacher	x	x	x
Science Teacher	x	x	x
Social Science Teacher	x	x	x
Language Arts Teacher	x	x	x
Reading Teacher	x	x	x
Art Teacher	x	x	x
Music Teacher	x	x	x

In addition to assisting the student make these decisions and answer the above questions, this first formal contact with field and clinical experience provides opportunities to:

1. Follow-up previous "teaching" experiences the students may have had; e. g., some may have worked with children in a settlement house, boys' camp, Y. M. C. A., playground or in classrooms (as in Future Teacher activity).
2. Introduce the role and functions of an elementary school teacher.
3. Provide simulated classroom experiences for reality testing purposes.
4. Provide a basis for self-screening of trainees to be admitted to the early years of the program.

5. Include some sensitivity-training to needs of others.

The prime purpose of this seminar is to provide teacher trainees with early experiences related to the career of teaching and to provide a firmer foundation for answering the question, "Is teaching for me?" There are at least four proper circumstances related to this career decision question:

1. Provision for experiences with children at a variety of age levels, capabilities, and socio/economic circumstances.
2. Provision for observation, analysis, and personal exposure to a variety of human conditions that are significant in the lives of children. For example, the streets and playgrounds of a neighborhood, the variability of homes and home-life, the church environment, and environments and circumstances provided by agencies that service children and youth.
3. Provision for observation of teaching situations and temporary involvement in school life for young people.
4. Provision for some exposure to self and emotions and reactions to emotions with the purpose of sensitizing candidates to the emotional demands and needs of the teaching profession.

CLINICAL EXPERIENCES

The clinical experiences of the program model constitute a plan for systematic development from student to teacher. This development is one requiring an extended period of time and much individual variation as determined by the needs of the student. The transition from student to teacher is seen to have the following aspects:

1. Cognitive acquisitions.
2. Behavioral competencies.

3. Role identification.

4. Self-other affective developments.

To view this transition from the behavioral science perspective, recall certain key propositions stated earlier in the Rational :

Proposition:

It is proposed that an elementary school teacher understand both structures of knowledge and methods of inquiry in various disciplines relevant to his professional activities. He should have more extensive knowledge and skills in those disciplines in which he teaches and in those areas of scientific disciplines applicable to understanding human behavior in educational settings.

Proposition:

It is proposed that the elementary school teacher trainee have opportunity through simulated client contact and simulated environments to concentrate practice on specific behaviors and behavioral patterns.

Cognitive acquisitions and behavioral competencies are gained through the combination of clinical experiences and studies in professional uses of knowledge. Cognitive acquisitions involves learning the information required for effective teaching; those things a teacher must know about the elements, and relationships among elements, which he controls and affects in a teaching-learning situation. Behavioral competencies are the skills and procedural acts through which the teacher affects the instructional situation.

Proposition:

It is proposed that an elementary school teacher be able to make efficient and effective decisions about the experiences needed by specific learners, the materials and activities that should be used in particular situations, and the appropriate organization of content. He should be able to guide

children in meeting the planned objectives through the use of his planned materials and activities.

Proposition:

It is proposed that an elementary school teacher be able to cooperate with other professionals in diagnosing accurately and precisely particular instructional situations and prescribing optimum instructional "treatment."

Role identification has both cognitive and affective components. From a sociological point of view, a role is the set of behaviors expected of a person who performs a specified function or is in a certain position. Thus to know what a teacher is expected to do in certain specific situations (in the classroom, in faculty relations, in parent relations, and so forth) is the cognitive aspect. To "know how it feels" to do these things is the affective aspect. The trainee has spent from twelve to sixteen years becoming adjusted to pupil and student roles. Suddenly the transition to teacher roles begins. It is not enough to know how to behave --the trainee must learn when to behave in what ways. Helping the trainee to learn and to feel the teacher role shift is one substantial task expected of the clinical and field experiences.

Proposition:

It is proposed that an elementary school teacher be broadly educated in the natural, social, and behavioral sciences and in mathematics, the humanities and the language arts. He should acquire the understanding needed to make intelligent decisions relative to current social problems.

Proposition:

It is proposed that an elementary school teacher be able to understand major trends in the rapid change taking place in the various societies of the world. He should be able to prepare his pupils to live productively and creatively in the midst of the change.

Contemporary youth's disaffiliation and rampaging expressions of frustration point up a continuing truth in a newer, stronger light: children need teachers who can relate to them across the many gaps which must be bridged between the youth culture and "the establishment." Children need teachers who can appreciate and accept childhood, who can reach across the many gaps which must be bridged between the youth culture and "the establishment." Children need teachers who can appreciate and accept childhood, who can reach across years and across social space to relate as warm human beings. Those who argue that love is essentially the only critical requirement in teaching place heavy demands upon the screening processes but light demands on the training functions. Further, the sobering question must be raised whether there is in sufficient quantity the "natural talent" adequate to meet the needs of the nation's schools. If not, and we assume not, there must be found ways to effectively help the trainee understand himself and to relate to others. This demand also is made of the clinical and field experiences: to provide experiences in which the trainee's self-other affective developments can be enhanced.

CLINICAL BEHAVIOR STYLE

The clinical behavior style of teaching is a general paradigm of action for particular experiences which will facilitate transition of the trainee from student to teacher. Although this project focuses on preservice training, the paradigm has been developed as a model of professional behavior to be used throughout a practitioner's career. Before discussing particular training applications of the paradigm called clinical experiences, it will be helpful to review and elaborate the salient characteristics presented earlier in the Rationale.

A clinical behavior style is not a research behavior style--

If education is to be regarded as a true profession, its practitioners at all levels must pay close attention to empirical evidence in making decisions. To make decisions based only on good faith, only on tradition or on authority is not desirable.

Teachers may argue that they do not have time to collect research data and teach. Yet many admit to problems in their teaching and will try to solve them, of course. However, to be able to evaluate their efforts --to tell whether their solutions are successful or unsuccessful--they will of necessity have to turn to research. And it is this need to "know" that makes the collection of data so very important to the teacher. Answers based primarily on feelings, impressions, or haphazard samplings of student opinions cannot be tolerated by the profession.

Among the research findings, the endeavor of the behavioral scientists is also to be considered. Although many times they are outraged with what some educators call research, and although they assert that research is an activity only suited to a laboratory or a college campus, it is our view that there are many different levels of research--from the pure, highly controlled research that is reported in journals to the field testing of ideas in the less-than-ideal "laboratory" setting-- the classroom. We need all sorts of data gathering because, again, we cannot build a profession unless its decisions are empirically based.²

This quotation is taken from a book of essays which discuss various ways in which teachers can monitor their own teaching to make professional decision-making more rational. Since very few generalizations about teaching have solid empirical support, and since little teaching theory is presently available, the main intent of the authors in preparing the book of readings was to present techniques and practices as working hypotheses to enlarge the number of alternative behaviors that teachers could consider and test in professional practice.

Careful review of the program model Rationale suggests that is consistent with the views expressed above by Rath and his colleagues. Recall that this program model defines a

² James Rath, John R. Pancella and James S. Van Ness (Eds.), Studying Teaching, (Englewood Cliffs, N. J.: Prentice-Hall Inc., 1967), pp. 475.

profession as "a field of differentiated and complementary endeavor where the primary task is relating disciplined knowledge and specialized skills to solving problems arising out of human needs." Professional behavior must be based upon working hypotheses suggested by relevant empirically tested theoretical knowledge, and it must be based upon empirical observations of consequences of actions derived from those hypotheses.

The Rationale documents in some detail the lack of impact on educational practice by tested knowledge and empirical observation. For several reasons the practitioner has been left to his own devices in determining implications of empirically based knowledge with little understanding of how to do it. In general, the outcome has been practitioner indifference, distrust, or disdain toward research and empirically based theory. On this dimension of professionalization, education has far to move toward the profession model. Recall the proposition stated earlier in the Rationale:

Proposition:

It is believed that more educational practices will be based on tested or testable knowledge if efforts to bridge the communications gap between researchers and practitioners are made from both sides of the gap.

Raths and his colleagues suggest that to become more professional, teachers will "of necessity have to turn to research." This proposal is not a new one: nearly twenty years ago Stephen Corey presented a paper at the annual meeting of the American Educational Research Association in which he contrasted fundamental research (investigation aimed at empirically verifying inferences with improved public systematic knowledge as the outcome) with action research (involvement aimed at improving a given situation with increased personal functional knowledge as the outcome).³

³Stephen M. Corey, "Action Research, Fundamental Research and Educational Practices", Teachers College Record, 50: 509-519, May 1949.

This paper was expanded into a book⁴ that was widely read and acclaimed by practitioners, and Corey became the leader of an "action research movement" which encouraged practitioners to become more objective problem solvers by planning and conducting local "research" projects.

Various people, especially within the research community, sharply criticized the action research movement.⁵ From the criticisms emerge two basic themes important for clarifying by contrast the nature of clinical behavior style.

First, to reduce threat and to encourage participation by those relatively unsophisticated in research methodology, many proponents of action research advocated participation in projects using very simple research designs and analyses of data. Such projects could hardly be expected to contribute sound knowledge to the profession, nor could they be depended upon to illustrate the value of implementing decisions based on careful collection and analysis of relevant data. Lack of much sound educational theory, lack of ability to understand research literature led practitioners to test hypotheses based on personal experience, authority, or precedent rather than on theoretical considerations.

⁴Stephen M. Corey, Action Research to Improve School Practices, (New York: Bureau of Publications, Teachers College, Columbia University, 1953).

⁵Frank Cookingham, "Action Research Models of Practitioner Change," Papers of the Institute No. 19, (East Lansing: Learning Systems Institute, Michigan State University, 1966).

Bernard R. Corman, "Action Research: A Teaching or a Research Method?" Review of Educational Research, 27: 544-47; 1957

Harold L. Hodgkinson, "Action Research -- A Critique," Journal of Educational Sociology, 31: 137-53, 1957

Practitioners failed to get an honest picture of research, and researchers became more reluctant to suggest practical implications for fear of naive interpretation by practitioners.

Because at first glance it may seem that the training programs described in this project report are designed to train teachers to be action researchers, several important contrasts between clinical behavior style and action research style will be discussed.

The key rallying cry within the action research movement was "Research is easy, and it's fun! Anyone can do it, and those who do discover more enjoyment in teaching." Most practitioners who engaged in easy, fun projects obtained a misleading view of research and scientific inquiry as a game having a few simple rules that could be played by anyone with a little intelligence and initiative. In contrast, experiences of the training programs described in this report are designed to help trainees view behavioral science not as a simple game played by amateurs for their self-amusement but as a complex activity conducted by skilled professionals for the benefit of mankind.

Although research consultants often attempted to teach practitioners that certainty is not a common outcome of scientific inquiry, anecdotal reports suggest that many practitioners attained or continued to hold the belief that research "proved hypotheses." Others recognized that relationships could not be stated with certainty but regarded this as a weakness of inquiry rather than a strength. Action research experience tended to obscure the importance of doubt and uncertainty and error and changing conceptual structures; science as the construction and reconstruction of abstract conceptual structures linked to empirically observable phenomena was hidden from view. In contrast, the training programs outlined in this report attempt to reveal in honest but manageable form the complexity and diversity of conceptual structures and methods of inquiry in behavioral science. Within a clinical behavior style of teaching, various methods of inquiry and conceptual structures will be used to look at an instructional problem from alternative points of view, subject to empirical testing of actions derived from those points of view and restructuring of the problem in accord with observed

consequences.

A second basic theme emerging from various criticisms is related to the effectiveness of action research. The arguments over the effectiveness of the "research" experiences in terms of more objective decision-making in daily practice rested in large part on personal experience and philosophical predispositions rather than on objective evaluation. One comprehensive study has been reported by Macdonald.⁶ Each member of an experimental group of student teachers acted as a research assistant for his cooperating teacher, and during the semester each student teacher planned and carried out his own research project in the classroom. Results showed that the experimental group scored higher than two control groups on cognitive, affective, and performance criteria of teaching at the end of the semester. The experimental group showed more favorable attitudes toward research but no more research knowledge. Content analysis of recorded interviews during the semester showed no significant differences among the groups in proportions of objective problems and self-centered problems, and content analyses of interviews recorded after the first year of teaching showed no significant differences among the groups in kinds of solution processes used to solve problems during the year. Macdonald gives the following summary interpretation of these findings:⁷

Staff evaluations of the experimental program have identified an important limitation in relation to the experimental program. The staff members involved felt that the research training given the experimental group did not have the depth nor consistency necessary to give the research idea its most rigorous test. Due to time limitations and the general format of the integrated "group" experience, there did not appear to be the systematic

⁶ James B. Macdonald, A Research Oriented Elementary Education Student Teaching Program, (Cooperative Research Project No. 1091, Milwaukee, Wisconsin: School of Education, University of Wisconsin, 1965).

⁷ Ibid., p. 39

motivation and involvement that would have been ideal. Although results were generally positive, greater differences might be expected if the research training aspects of the program could be intensified and made more systematic.

Nevertheless, the researchers conclude that the research-oriented program examined in this study made a positive difference in the teacher education outcomes.

Careful examination of the research report, however, suggests that the positive findings were small in magnitude and limited essentially to immediate outcomes. Moreover, direct evidence was not obtained for the key question: What effects did the research experience have upon subsequent on-going decisions relevant to classroom instruction?

The action research recommendation that making every teacher a researcher will bridge the gap between research and practice has received little support the past few years. Little empirical evidence is available relevant to the question whether research training and experience actually results in better teaching; in fact, experience with attempting to evaluate the impact of total programs or teaching methods on subsequent behavior suggests that global approaches cannot be meaningfully evaluated. The training programs recommended in this report have been purposely designed in modular form to facilitate meaningful systematic evaluation of their impact on practitioner behavior. Strengths and weaknesses can be pinpointed within the program enabling modifications to be based on defensible theory rather than rhetoric.

Experience in other professions suggests that as the profession moves forward, fewer and fewer members of the profession are able to claim competence both as a practitioner and as a researcher. Yet professional practice must be based upon empirically defensible theoretical knowledge and must involve reliable data gathering and defensible data interpretation for the purpose of providing the best possible service to clients. The emphasis given to practitioner data gathering by Raths and his colleagues is appropriate. The emphasis given to improving professional practice by Corey and his colleagues is appropriate. But programs based upon research training per se have not fulfilled their promise.

Using clinical behavior style as a paradigm of professional decision-making-- rather than attempting to improve indirectly practitioner decision-making by making every teacher a researcher-- the program model focuses directly upon the practitioner's decision-making processes. Recall the propositions stated earlier in the Rationale:

Proposition:

It is proposed that an elementary school teacher trainee needs to be taught how to teach, not how to conduct research. He should develop skill in integrating the methods of inquiry that have been developed within the various behavioral sciences and in using the resulting synthesis to improve his own educational decision-making.

Proposition:

It is proposed that an elementary school teacher trainee can, through guided practice in his teacher preparation program, learn to use a clinical behavior style of teaching--and that he do so.

Teacher decision-making cannot be improved until decisions and their supporting rationales are made explicit. A clinical behavior style of teaching involves explicitly making decisions so that they can be related to existing bodies of relevant knowledge to build self-correcting practices. Since the aim of a researcher is to produce systematic knowledge, while the aim of a practitioner is to produce systematic effective practice, a clinical behavior style is not equivalent to a research behavior style.

Outstanding teachers commonly refer to "learning from experience"; the least criticized parts of current teacher preparation programs are those which provide for learning to teach by teaching. It is no accident that this is so; learning from experience is a particularly crucial capability which the professional must develop. The variable nature of problems with which

a professional practitioner deals assures that no two will be solved by exactly the same treatment. Thus regularizing the practitioner's behavior in terms of a particular set of skills which can be learned "for once and for all" is a futile approach. Recall the propositions stated earlier in the Rationale:

Proposition:

It is proposed that an elementary school teacher be prepared to modify his educational beliefs and practices throughout his career to take professional advantage of the changes in theories and methods of inquiry that must be expected to occur in the relatively young behavioral sciences.

Proposition:

It is proposed that an elementary school teacher be expected to enhance his professional skills and knowledge through in-service education. In-service education will be more effective if it has continuity with pre service training.

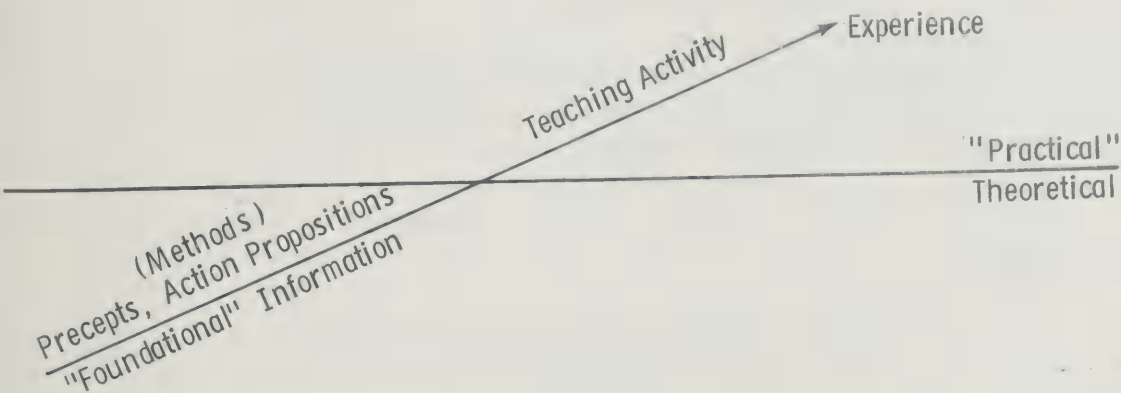
Clinical behavior style denotes the particular and stylized set of behaviors and mental processes of a practitioner who has been specifically trained to utilize his client-related experience as a continuing learning experience through which to improve his skills and increase his knowledge. Since "style" can refer to either expression or performance, "behavior style" is used to emphasize that in this program model interest is focused more on how the practitioner behaves than on how he talks about how he behaves. On the other hand, since appropriate conceptualization of instructional problems is an essential part of the decision-making encompassed within clinical behavior style, "behavior style" has been used rather than simply "behavior."

"Style" connotes a distinctive or characteristic method of performing with overall excellence, especially as sanctioned by some up-to-date standard. The distinctive characteristics

of performing important for this program model are denoted by the adjective "clinical:" the performing must involve actual or simulated direct or indirect contact with pupils, the performing must involve manipulation of instructional variables intended to produce some specified change in pupils, and the performing must include use of feedback to improve effectiveness of service to pupils. Thus a practitioner or trainee performs in a clinical behavior style of teaching if he seeks to solve instructional problems presented by his pupils by intervening in the situation to produce desirable pupil change in a manner that not only provides service to the pupils but also provides service to the practitioner in the sense of producing desirable changes in his client-related knowledge and skills.

Often a paradigm can graphically define or describe a set of interrelated components much better than words.

As a prelude to construction of a paradigm for the clinical behavior style of teaching, consider a paradigm of relation between theory and practice as typically viewed by educational practitioners and trainers.



Linear Paradigm of the Relationship Between
Theoretical and "Practical" Activities.

This paradigm is intended to suggest that typically a trainee is given a collection of precepts and action propositions in

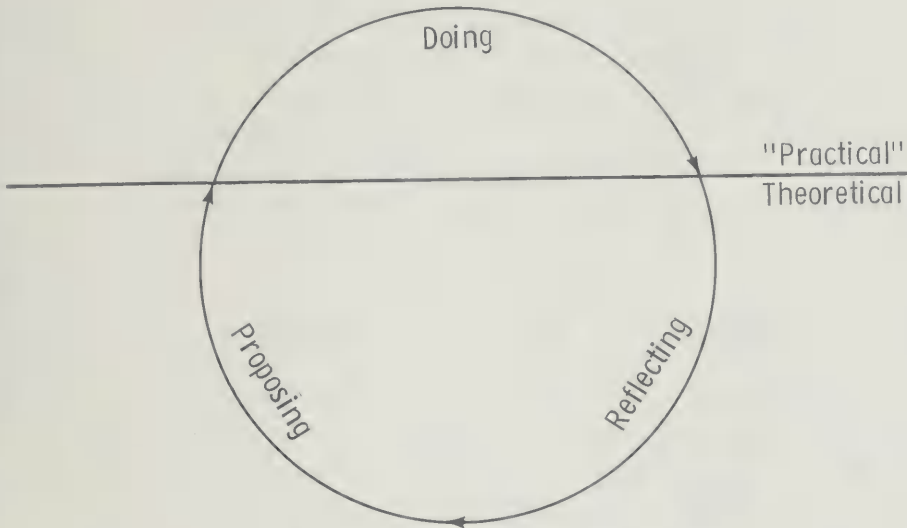
theoretical and methods courses before he engages in actual teaching activity. As the trainee becomes a practitioner by actually serving pupils he moves from the theoretical portion of his training into the "practical" portion. The more experience he accumulates the more he is viewed as moving away from theory. Although theory is viewed as a necessary component of initial training, with much lipservice given to relating theory to future practice, the good teacher is usually thought of as an experienced teacher who can function effectively without knowledge of or in spite of whatever theory may say.

Experience in serving pupils is viewed as an essential component of training added to "foundational" information, not related to it. Emphasis is placed on extending the linear path further and further into the "practical" region; the longer the experience portion of the path the more effective the practitioner.

Experienced practitioners often return to the theoretical side of professional activity as they engage in advanced study. However, rather than moving along a continuous path from "practical" activity to theoretical activity, they typically leap across the line into "foundation" investigation relatively isolated from their accumulated experience. As soon as that investigation is terminated the practitioner moves along a new linear path towards additional experience. While the practitioner is on the theoretical side of the line little systematic effort is made to relate practice to theory. While the practitioner is on the "practical" side of the line little time is devoted to relating theory to practice.

In contrast to the typical linear paradigm for the relationship between theoretical and "practical" activities, where an experienced practitioner is viewed as moving steadily away from theory, the clinical behavior style of teaching is represented by a cyclical paradigm, where an experienced practitioner is viewed as systematically revisiting theory. Simplified for the moment to emphasize the contrast between a linear relation and a cyclical relation of theoretical and "practical" activities, the clinical behavior style can be represented as three segments of a cycle:

1. the reflecting phase
2. the proposing phase
3. the doing phase



Cyclical Paradigm of the Three Phases
of a Clinical Behavior Style

Just as the path in the linear paradigm is partitioned into theoretical and "practical" portions, the path in the cyclical paradigm is partitioned into theoretical and "practical" portions. In the linear paradigm the distinction made between theoretical knowledge and practical knowledge emphasizes practical knowledge as being more useful. Within a profession, however, practice must be based upon theory to the extent that it is possible. Theoretical knowledge, not practical knowledge, permits empirical self-correcting practice.

Three characteristics of the cyclical paradigm emphasize the importance of theoretical knowledge in the clinical behavioral style. First, practical is enclosed by quotation marks to indicate that to move from theoretical activity into practice is not to move into activity isolated from theory. "Practical" activity is not added to theoretical information; it evolves out of and back into theoretical activity. Practical is also enclosed

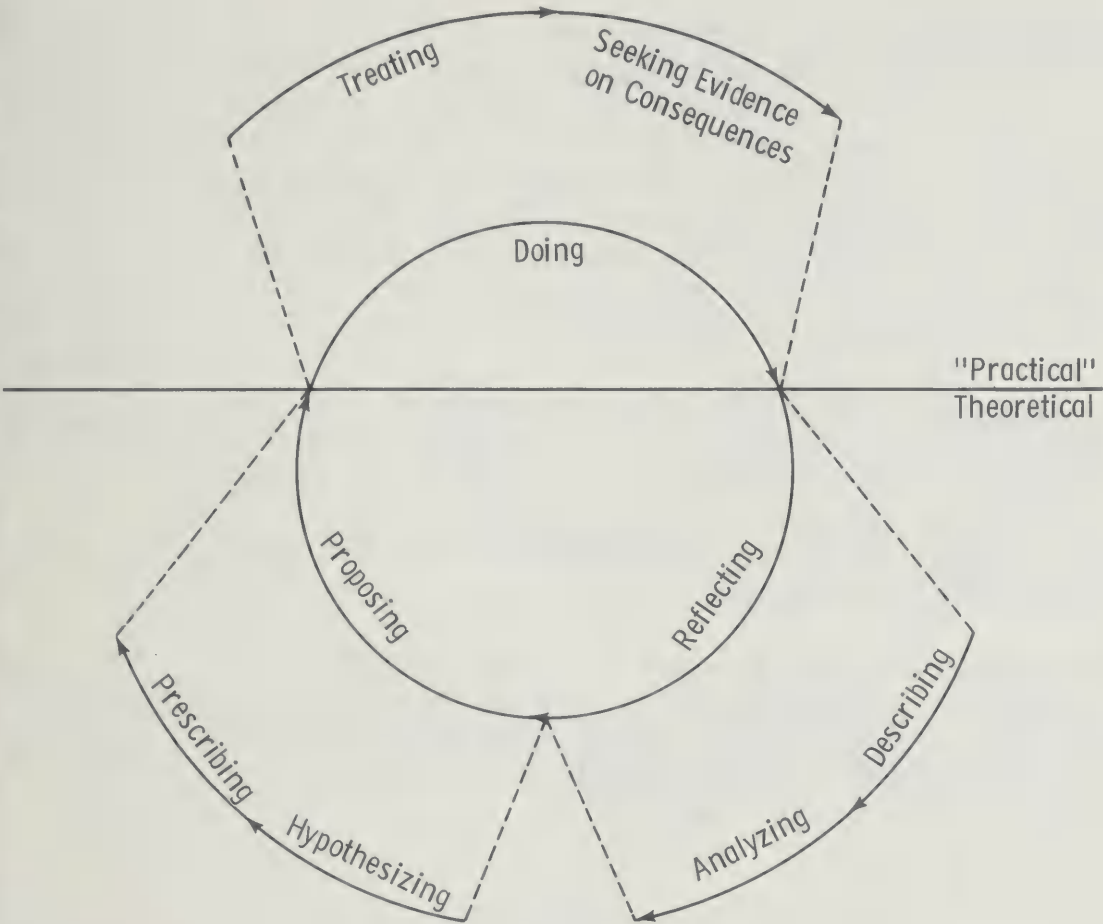
by quotation marks in the linear paradigm. But in the context of a linear relation between theory and practice, with emphasis placed on extending the practice portion of the path, this points to the lipservice paid to relating theory and practice rather than to actual relating of the two aspects of professional behavior.

Second, the theoretical portion of the cycle is deliberately drawn larger than the "practical" portion. This contrasts sharply with the larger "practical" portion of the linear paradigm. In the clinical behavior style of teaching emphasis is placed on the activities contained within the reflecting phase and the proposing phase as the practitioner seeks to serve his clients.

Third, the cycle itself indicates that the practitioner regularly moves from the "practical" portion to the theoretical portion to the "practical" portion to the theoretical portion, etc., along a continuous path of professional behavior. In the linear paradigm the practitioner leaps from "practical" experience into relatively isolated theoretical investigation, usually allowing someone else, who has little or no knowledge of that practitioner's particular accumulation and organization of experience, to determine what will be investigated and how. After the theoretical investigation is completed, the practitioner goes back into practice with the notion of applying what he has learned if an appropriate situation arises. But the weight of past experience, which has been influenced little if at all by the theoretical activity, soon suppresses this notion.

Contrast this paradigm with the cyclic paradigm in which each teaching act is related to relevant theoretical aspects of the client's problem. Theoretical activity evolves from "practical" experience and leads directly back into practice. Systematically the practitioner describes and analyzes each new problem, on the basis of available theoretical knowledge influenced by "practical" experience in previous cycles he hypothesizes solutions and prescribes a treatment most likely to solve the client's problem, he treats the client and observes the consequences, and returns to the theoretical portion to begin a new cycle built upon the cycle just completed. These activities and their interrelationships are represented by an

elaboration of the cyclical paradigm:



Cyclical Paradigm of the Basic Activities Contained in the Three Phases of a Clinical Behavior Style

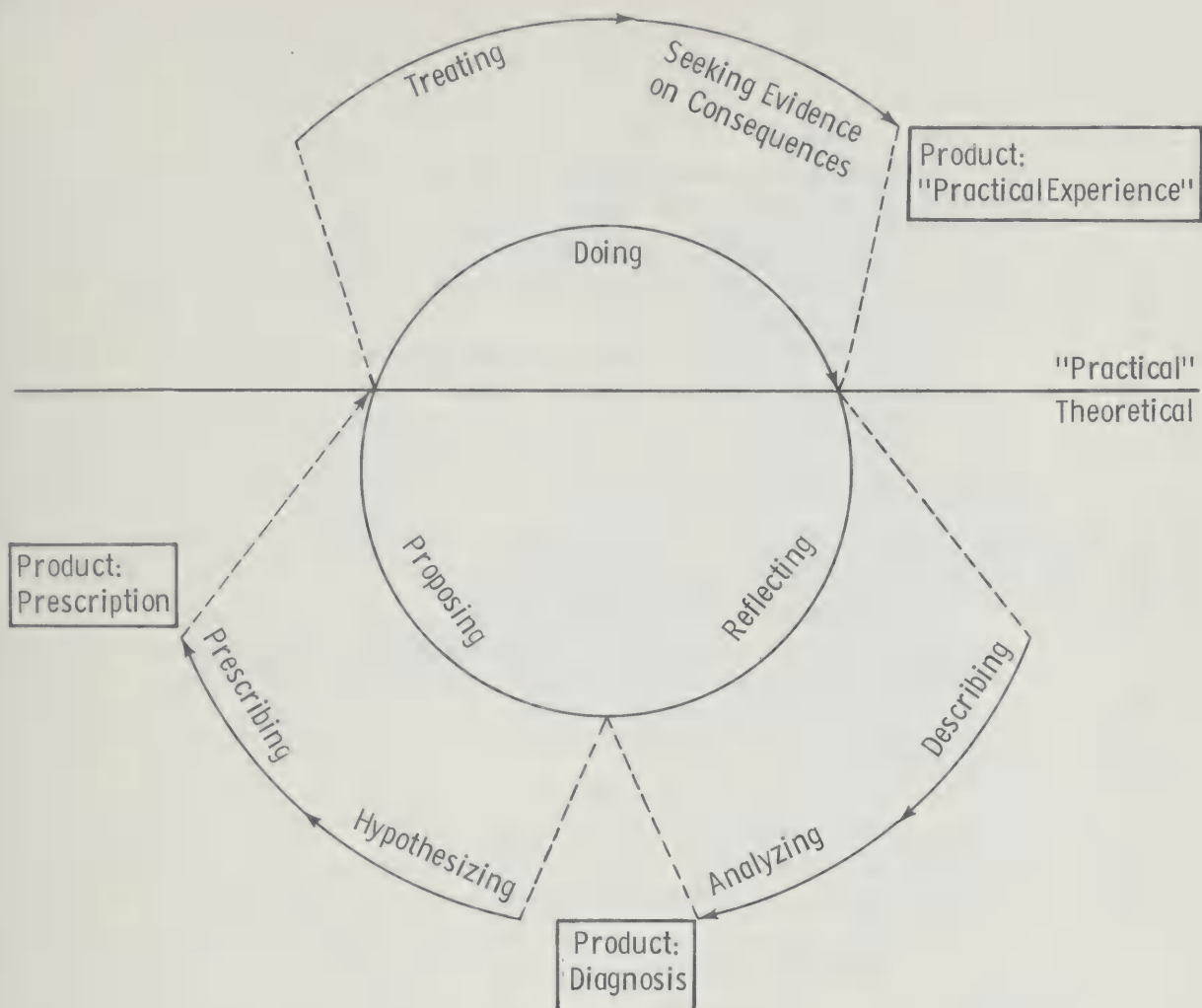
The reflecting phase involves describing the problem situation and analyzing the description into important elements and their interrelationships. A given problem may be described and analyzed within more than one theoretical framework;

selection of a framework must be governed in part by what treatments are generated and in part by what consequences of these treatments (or related ones) have been observed in the past or can be defensibly predicted.

The proposing phase involves hypothesizing alternative solutions to the problem and selecting and adapting one of them in order to prescribe precisely what is to be done to serve this particular client in this particular situation. Different solutions may imply different procedures to be carried out by the practitioner as he treats his client. Selection of a solution will be in part influenced by the analytical framework used, in part by the feasibility of administering the implied treatment, and in part by the probability of success in this situation.

The doing phase involves treating the client and observing what happens subsequent to treatment. Seeking evidence on the consequences of treatment, and then viewing the treated client in his situation as a new problem to be investigated by re-application of the cycle, is the activity which allows the practitioner to "learn from experience."

Each phase of the cycle produces a characteristic product: reflecting produces a diagnosis, proposing produces a prescription, and doing produces practical experience. The addition of these products to the cyclical paradigm results in the complete paradigm given earlier in the Rationale:



Paradigm of Professional Behavior as a Cycle
of Theoretical and "Practical" Activities

Clinical behavior style in the milieu of current discourse on teacher education -- Review of the theoretical foundations of teacher education explored by thirteen leading educational researchers and theoreticians and summarized by John R. Verduin, Jr.⁸ shows that the clinical behavior style paradigm for professional behavior is consonant with those foundations. To introduce the various theoretical research positions, Verduin points out that the times are ripe for teacher educators to prepare training programs which produce the "kind of critical, decision-making person necessary for teaching in our schools now and in the future."

⁸John R. Verduin, Conceptual Models in Teacher Education: An Approach to Teaching and Learning (Washington, D. C., The American Association of Colleges for Teacher Education, 1967).

If one were to analyze teacher education now, it would not be difficult to find that the typical undergraduate program for teachers consists of foundations courses, methods courses, and a form of practicum. Does this produce the kind of critical, decision-making person necessary for teaching in our schools now and in the future? It may not be too difficult to answer no to this proposition.

What is known about the teaching act, knowledge and order of content, educational objectives, thinking and concept formation, and theories and paradigms for teaching? Further, what is known about the analysis of these important functions in our preparatory programs? Are we giving them proper consideration, or are we relying on the "intuitive" person to carry on the functions of classroom teaching in our public schools? Reliance on the intuitive person suggests that there is no distinct area of teacher education and that there never will be. This, too, is wrong, and many teacher education people are beginning to realize it.

To change these false notions, perhaps it will take the efforts more of practicing teacher educators than of the educational researchers and theoreticians to foster the needed change in preparatory programs. The change must occur in the college classrooms throughout the nation, for change at this grass roots level is what is needed for new designs in teacher education.

The clinical behavior style paradigm of professional behavior is intended to be used throughout the training program and future career to enable the trainee or practitioner to analyze the important functions mentioned by Verduin to act in accord with the analysis and to evaluate the consequences of the action. The emphasis in the program is on helping professors, trainees, and practitioners to adopt a stylistic manner of practicing within their profession which provides maximum opportunity for taking advantage of findings and analyses produced now and in the future by educational researchers and theoreticians.

Obviously the clinical behavior style paradigm can be regarded as a paradigm of inquiry. The importance of practitioners understanding inquiry processes so that they can facilitate development of productive inquiry in their pupils has been a major impetus for Suchman's work in inquiry training. He suggests that trainees can best understand inquiry by inquiring into the nature of students, curriculum, and the teaching-learning process during their training, and analyzing what happened to themselves as they inquired.

In this program model systematic inquiry is recommended not only to help trainees learn how to teach pupils to inquire, but to train them to use a style of professional behavior that provides optimum opportunity for self-improvement during their teaching career. Clinical and field experiences are designed to assist professors in engineering the build-up of new models in the trainee, and to assist the trainee in learning how to self-engineer the build-up of new models through interaction of actual teaching and reported findings and analyses of researchers, theoreticians and other practitioners.

At this point it might be instructive to compare the inquiry mode with the didactic function of the teacher in which he takes the major responsibility for engineering learning, particularly conceptual growth. The teacher can use language to influence the control center to retrieve from storage selected organizers for interpreting an encounter. Through words, stored models are retrieved, tried out, and perhaps held in abeyance if they are not compatible with the new encounter. Through continued interaction, other stored models are brought out. The teacher may use graphic or schematic models on the board in conjunction with the stored models. This assists the students in restructuring to search for the new, consistent model which, in turn, may lead to generating new encounters.

The teacher in this case has moved to influence the control box and has regulated its activity with language. This, in turn, has caused some internal restructuring within the student. The teacher, therefore, can engineer the buildup of new models out of old ones using language, symbolic systems like graphs, and deliberately introduced encounters, when needed. This is truly teacher-planned and teacher-engineered learning. The teacher may try to deal with each encounter in the light of the model that he is trying to develop. Further, the teacher must check to see if the model that the student is using, related to the new encounter, is the one that the teacher had in mind. This means that some sampling device or feedback is most necessary. Without this feedback, the student could go in much different directions than desired. From the feedback, the teacher assists the student at the action level either to test his new model on the encounter, or to go back to the intake box for new data for continued restructuring of existing models. The activity itself is the student's. The teacher is not giving him new knowledge or ideas. The teacher influences the sequence and direction of activity. Learning certainly can take place under these conditions, but this does not mean the pupil will learn about inquiry or how to inquire. Good didactics will always have a place in education, but it is not everything, Suchman claims.

One can begin to glean the importance of the above theoretical discussion⁴ on the inquiry process for the teacher education program and student.

The goals subscribed to by Suchman and his inquiry process are most consistent with current educational thought. Inquiry with experimentation, investigation, discovery, and thinking are processes that hold real meaning for education today, and probably will for some time. Therefore, the meaning of the inquiry process developed by Suchman has particular importance at this time. The teacher of tomorrow should have an awareness and a working knowledge of this important process. The preservice teacher should examine carefully what is meant by meaning⁵ and new encounters, and how to evolve these in his teaching process. Further, asking questions and responding to students are important facets of the inquiry process that should be understood and used by the preservice student. Finally, the act of focusing and refocusing on problems at hand are important operations that the student must know. The teacher education student must also have a good knowledge of the content that will be taught to enable him to develop the appropriate experiences and materials for true inquiry.

⁴ For a complete discussion and kit on the actual operations and materials necessary for the inquiry process, see Suchman (3).

⁵ For more discussion on meaning, see Suchman (2).

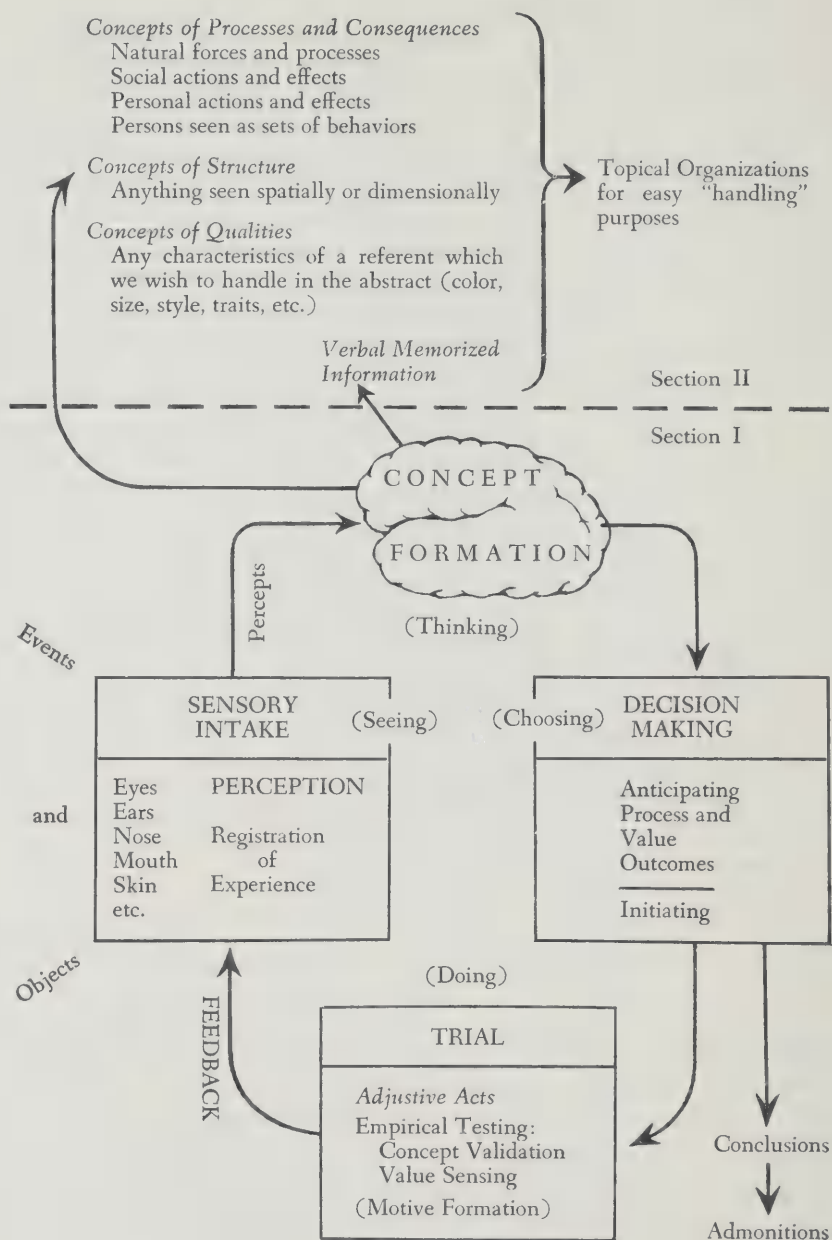
Although Suchman has confined his experimentation into the inquiry process primarily to elementary school children, this process can be used at any level of education. Therefore, an awareness of the process and experience using it should come at the teacher education preparatory level. A basic understanding of the theoretical model and its functions, the awareness of the requirements necessary for active and meaningful inquiry, and the understanding of the role⁶ that the teacher must play to enhance inquiry are important factors for teacher educators to consider in their programming of experiences. Suchman suggests that since inquiry produces learning, the teacher education student should inquire into the nature of students, curriculum,⁷ and the teaching-learning process. There is no better way to learn about inquiry than to inquire and then analyze what has been done. Opportunities for inquiry into the behavior of public school students, the way in which students learn, the means of developing materials, and actual operations of the classroom must be present for the teacher education student. They provide the new encounters in the inquiry process. The teacher education student can find out or experience the actual inquiry about the entire classroom himself. Follow-up discussions with the instructor and the exchange of experiences with others will then help the student to start developing the consistent models necessary for effective inquiry. Instruction through readings and other experiences plus the continued experiencing of the actual classroom operations (new intake) will continue the process of effective model building. In this teacher education process the instructor must continue to supply new organizers for the student until the models on teaching and learning desired by the instructor are consistent with his student's models.

This process, of course, is far different from existing ones on teacher education where primarily untried models are given to the student for storage only. However, this development of appropriate behavior through actual experiencing is most important. Suchman states that the inquiry process affords an openness for continued learning and inquiry by the future teacher. Few teacher educators would argue against this goal.

⁶ For more discussion on the role of the teacher, see Suchman (6).

⁷ For a discussion on inquiry and the curriculum, see Suchman (4).

Woodruff has developed a cyclical model relating conceptual processes to decision-making processes which represents extra-school learning centered in experience rather than verbal abstraction. His belief that it is a fundamental error to assume that normal experience-centered learning can be suspended in school while verbal exercises are carried on is shared by those who developed this teacher preparation program model. Clinical and field experiences have been designed throughout the curriculum to train the trainee to "learn from experience" as he serves his clients; emphasis is continually placed on aiding the trainee to achieve harmony between actual teaching situations experienced and concepts possessed.

Figure 1.—The Cognitive Cycle in Behavior and Learning with Forms of Conceptual Elements Located in Relation to the Decision-Making Process.⁵

The verbal statement (structural concept) for the lower part of the model (Section I) would be as follows:

Human behavior and learning operate in a cycle beginning with referential-perception input and followed by assimilation, accommodation, try-out, and feedback to referential-perception input. Conclusions are products of decisions, and admonitions are derivations from conclusions.

The organization of the upper part of Figure I (Section II) may be described as follows:

Cognitive meanings take several forms in the brain, each having a different potential for decision-making process or behavior.

1. Percepts (the sensory beginnings of concepts).
2. Concepts (organized perceptions; the elements from which decisions are made) are of three kinds:
 - a. Processes—a concept of a process, event, or behavior and the consequences it produces when it occurs.
 - b. Structures—a concept of an object, relationship, or structure of some kind.
 - c. Qualities—a quality is a property of an object or process and has no independent existence.
3. Derivations from conceptual knowledge.
 - a. Topics—categories of knowledge for “filing” purposes.
 - b. Data—items of information (verbal form) related to concepts.
 - c. Definitions of terms—condensed and generalized concepts.⁶

Woodruff states that this model of learning and behavior is much like a computer, because there is energy input, in fact a complete energy system, thus the term cybernetic. Input of perceptions enters through the senses from the real world outside to the brain system. They are held in storage at the beginning, but these bits of perceptions begin to become associated in time as they relate to meaning from the past. As the meanings from these bits of past perceptions become associated with one another they form concepts. The concepts at this stage can be either large or small, complete or incomplete, specific or general, or concrete or abstract ideas. However, as these concepts accumulate, they begin to act as mediating variables, which means they are inside the organism between the intake stimuli and the responses that come from them; they (in turn mediate to) shape the behavior of the individual.

The move is thus made from the concept formation stage to the decision-making one. Decision-making is choosing on the basis of accumulated ideas. The person looks at the new situation and makes a decision which is harmonious with and produced by stored concepts, and out of this kind of mediation emerges the next stage of the trial or adjustive act. This is the way the individual meets the situation that has stimulated him.

Through this trial performance the individual is putting his ideas to a test in operation, which involves him in consequences. The consequences in turn cause a feedback to occur, and as a result of the feedback there is an entering of percepts into the system again. Therefore, the entire system is cyclical in nature, with new percepts coming in to form concepts, which in turn are acted upon by the decision-making and trial process and feedback.

This cognitive cycle will continue to function until the situation with which the individual is confronted is harmonious with the concepts that the individual possesses. In this case ideas give rise to behavior, which gives combining concrete concepts is that it helps the individual to predict what is going to happen. These are termed predictive variables by Woodruff.

rise to fresh input and alters the ideas. Woodruff suggests that this can be called natural empirical learning. This is the kind of learning that a person goes through in his experiences at work, in the neighborhood, and at home. The individual learns as he goes along, finding that concepts control behavior in the making of decisions. Decisions lead to acts and acts to consequences. The consequences then lead to fresh input and an alteration of ideas. In everyday learning outside the school the cycle goes around and around.

With this model kept in mind, Woodruff states that there is no such thing as learning in any real sense. There is nothing but behavior, and behavior changes while it is going on. Learning, therefore, is a change in behavior. This requires an experience-centered learning curriculum, which, Woodruff argues, is not present to any great extent in schools today. The curriculum currently is concerned mostly with symbolic knowledge. He believes it is a fundamental error to assume that the normal cycle of behavior can be suspended in school while a massive verbal exercise is carried on, with the expectation that this exercise can somehow alter the behavior which occurs when the normal cycle is again permitted to operate.

The teacher education student should have a knowledge of and experience in programming experiences for concept formation as advocated by Woodruff. This requires that one understand the concepts, the use of knowledge, and the media and materials appropriate for the unit. Carefully designing the unit according to the principles of concept formation will, therefore, insure a desired outcome.

There are perhaps two other significant implications for teacher educators and students to consider from Woodruff's work. One is the use of media and materials. If the idea of concept formation is to be followed closely, the sensory input area becomes very important. Basic concepts are formed from a direct experience of the real world around the young student. Therefore, the student must perceive these experiences directly from the outside world through various kinds of media and material. Also, if the basic percepts have been previously acquired by the student, the teacher must then move from sensory input to the concept organizing process. This, too, requires media and materials to some extent—to evoke recall, provide focus, and place the percepts in the learning cycle. Thus, media and materials play an important part in concept formation.

The second implication is that the teacher must have a good knowledge of the idea to be taught before he can begin. This requires an understanding of the concepts that the teacher will teach and enough depth on the subject to enable him to show the students, not tell them, to enable the students themselves to build the concepts. Media and materials find their way into this process also.

In summation, to use Woodruff's work on concept formation and designing units for effective teaching may require some significant changes in teacher education. However, if these processes are acquired by the future teacher, a much higher and more analytical level of performance will be practiced in the school classroom. This should be considered a most desirable goal for teacher education.

Verduin discusses teacher education implications of Woodruff's work mainly in terms of helping the trainee understand the model so that he can better teach concept formation to his pupils. However, the clinical behavior style paradigm can be regarded as a concept formation model, where the proposing phase corresponds to Woodruff's concept formation and decision-making stages, the doing phase corresponds to his trial stage, and the reflecting phase corresponds to the sensory intake stage. Thus the model is appropriate for designing experiences to influence the operation of the trainee's own conceptual processes as well as the content of those processes.

Maccia's philosophical work on educational theorizing undergirds many of the conceptual schemes used to formulate the clinical behavior style paradigm and specific clinical experiences discussed below. Her work on "theory models" is especially appropriate for designing experiences which aid the trainee in getting a veridical view of behavioral science, and which aid him in analyzing instructional problems using a variety of conceptual frameworks. In the "theory models" approach to conceptualizing educational phenomena, theories from the behavioral sciences (or elsewhere) are not directly applied to those phenomena in the sense of either providing a ready-made conceptual structure or of providing a deduced conceptual structure. Elements from non-educational theories are selected, modified, and arranged to provide a model from which a theory of educational phenomena can then be devised.

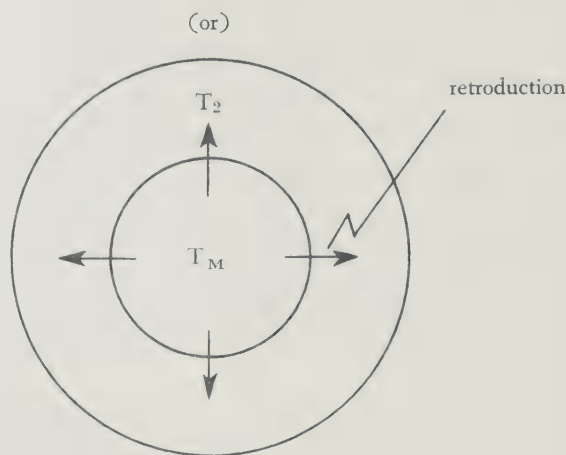
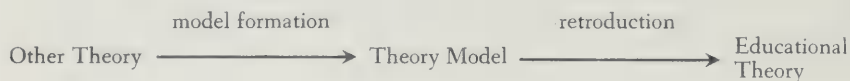
This model-formation step between behavioral science theories and educational theories is an essential component of the analyzing and hypothesizing behaviors that occur in the reflecting phase and the proposing phase of the clinical behavior style. Coursework experiences and clinical experiences should be designed to enhance this invaluable skill in all trainees and practitioners.

Rather the theory models approach is retroductive. In this case theory is not taken for theory, but theory is taken as a model of theory. She states:

In forming the theory model, elements from the theory are selected and arranged. The elements may be modified in any way required for a point-of-view which will lead to the devising of adequate theory. From the theory model, one devises the theory. It is important to note that there is no *a priori* way of determining whether a theory model will produce an adequate theory just as there is no *a priori* way of determining whether a theory is adequate. The theory model must be tried out. Stated differently, just as theorizing should be done in a context of data, so theory model forming should be in the context of theorizing. This process of devising is called retroductive, since the theory that is devised (conclusion) contains more than the theory from which it was devised (premises). The implication, therefore, can only lead back from conclusion to premises.¹⁴

Figure VI summarizes the Theory Models approach to educational theorizing.

Figure VI.—Theory Models Approach.¹⁵



Retroductive (Theory Models) Approach

Finally, the Theory Models approach might appear to be redundant, because a theory is taken to be a model insofar as a theory represents some aspect of reality. However, Maccia states that "identification of theory and model which is rooted in the representational sense of 'model' leads to a disregard of the approach to theory construction in which one theory is a model for yet another theory, but is not the same as the theory for which it is a model. Unless models are considered as a source of theory, they cannot function in theory construction."¹⁶

Maccia herself suggests that the teacher educator and his students should have some working knowledge of what an educational theory is composed, how it can be constructed, and how it can be tested and verified. She feels that the entire teacher education professional component should be inquiry-oriented, whereby the students and instructor explore together the study of education. Having a sophisticated knowledge base of theory and theory development provides the students with the tools to do this, and removes to a certain degree the old trial-and-error way of operating. This knowledge base adds to the analytic behavior of the young student who will in time assume his position in a school.

The exploration of theories and theory construction can be accomplished by the instructor who keeps the work at the level of the students. Perceiving these sophisticated notions at the student's level of understanding will lead to more meaning and move the student to the stage of becoming inquiry-oriented. This type of instruction requires instructor awareness of Maccia's basic notions.

Maccia emphasizes what appear to be two salient ideas for her theory of formal instruction: (a) solving problems covering all aspects of human living, (b) having a knowledge of the structure in content organization. These important ideas must receive careful attention from the teacher educator and his students. Effective problem solving can occur only when doubt or uncertainty is present, which can occur only when alternatives are present for selection. Only the correct organization and structure of the content can lead to appropriate alternatives for selecting and testing. These are the prerequisites for solving human problems. The future teacher must have both experience in significant problem solving and also a good knowledge of the content area. This is no simple task; but if it can produce a sophisticated, analytical teacher for the classroom, it is well worth the effort.

Gage's analysis of paradigms and theories is compatible with Maccia's work; his characterization of paradigms as prototypes of theories is similar to her use of "theory models" as prototypes for theories. Paradigms or theory models represent ways of thinking or patterns for investigation that can be tried out as one phase of theory development. At the present time paradigms or theory models are limited in scope, and require much testing and verification before they can produce fruitful theories. Moreover, many many paradigms will be required to conceptualize various aspects of educational phenomena.

Hence teaching activity based on defensible testable knowledge will involve selecting appropriate paradigms which can be intermeshed, developed, and tested. The clinical behavior style can be regarded as a paradigm for effectively working with paradigms. For some time to come analytical structures will be in a continual flux of change, which in the past has tended to cause more practitioner bewilderment than enlightenment. The training program described here is intended to produce more enlightenment than bewilderment.

To begin with, Gage states that:

Paradigms are models, patterns, or schemata. Paradigms are not theories; they are rather ways of thinking or patterns for research that, when carried out, can lead to the development of theory.

Paradigms derive their usefulness from their generality. By definition, they apply to all specific instances of a whole class of events or processes. When one has chosen a paradigm for his research, he has made crucial decisions concerning the kinds of variables and relationships between variables that he will investigate. Paradigms for research imply a kind of commitment, however preliminary or tentative, to a research program. The investigator, having chosen his paradigm, may "bite off" only a part of it for any given research project, but the paradigm of his research remains in the background, providing the framework, or sense of the whole, in which his project is embedded.

A second characteristic of paradigms is that they often represent variables and their relationships in some graphic or outline form. Events or phenomena that have various temporal, spatial, causal, or logical relationships are portrayed in these relationships by boxes, connecting lines, and positions on vertical and horizontal dimensions. The classical portrayal of Pavlovian conditioning, shown in Fig. 1, illustrates this aspect of a paradigm. The left-hand part of Fig. 1 shows an unconditioned stimulus, S_1 , eliciting a response, R . The center part shows S_1 being regularly preceded by another stimulus, S_2 . Eventually, as shown in the right-hand part, S_2 alone becomes able to elicit R .

Figure 1. A Paradigm for Pavlovian Conditioning.



Here, the paradigm's generality implies that the process will occur regardless of the particular kinds of stimuli and responses involved. The stimuli may be bells, food powder, lights, words, electric shocks, the sight of people, an approving "uh-huh" expression, or whatever; the response may be salivation, muscle movement, increased heartbeat, use of the word "I," favorable self-references, or whatever. The paradigm is intended to be general and apply to all of the possibilities. It can serve research by suggesting that various specific instances of the general classes S_1 , S_2 and R be tried. Also, various temporal relations between S_1 and S_2 can be explored; thus, the question can be raised whether S_2 must always precede S_1 , and whether the interval between S_1 and S_2 affects the conditioning process. In this paradigm, the horizontal (left-right) dimension is a temporal one.²

Regarding their effectiveness Gage further states that:

Paradigms, like theories, can be either explicit or implicit. Some have been set forth by their authors in full panoply, with diagrams and elaborations of their connections with completed or projected research. Other paradigms are implicit in what authors have done or proposed by way of research; in these cases, we shall seek to use the paradigm as an intellectual tool for examining crucial aspects of research on teaching.

Choice of a paradigm, whether deliberate or unthinking, determines much about the research that will be done. The style, design, and approach of a research undertaking, indeed, the likelihood that it will bear fruit, are conditioned in large part by the paradigm with which the investigator begins. Whether he will perform an experiment, in the sense of actually manipulating one or more variables, or a correlational study, in the sense of studying relationships between variables measured as they occur in nature, may be determined by his paradigm.

Whether he will seek relationships between variables that have some genuine promise, based on logical and empirical grounds, of being related, may be determined by his paradigm. At one extreme, his paradigm may lead him to search for relationships between variables that have a good likelihood of being related. So one investigation may examine the correlation between the teacher's authoritarianism on a verbal, printed test, and the teacher's likelihood of non-

promoting students, because a paradigm (implicit in this case) portrays a connection between these variables; in one investigation the results supported the hypothesis and the paradigm was strengthened. At the other extreme, the paradigm may lead inevitably to negative results. Thus a paradigm may lead to an investigation of the correlation between the teacher's authoritarianism and his effectiveness in producing gain in reading achievement; explication of the paradigm underlying this project might suggest in advance the forlornness of any hope that such a relationship will materialize.³

In the above discussion, it can be seen that paradigms must be general, can be either explicit or implicit, and must indicate the relationship between the variables. Further, the paradigm should show how the variables react on one another and indicate what is important in a person's schemata of something. Only after considerable testing and verification can a model or paradigm advance to the theory stage.

In regard to the second half of the title of this chapter, Gage suggests that the single term "teaching" can be quite misleading, if it is taken to imply that a single theory can cover a wide variety of teacher activities. There is, therefore, no such thing as a single theory or model for all aspects of teaching. It must be broken down into smaller models, such as teaching for cognitive development or teaching for conditioning (the obverse of the corresponding conceptions of learning). At this time, there is no meta-theory of teaching which puts all of its aspects and forms together into a grand model. Since paradigms are necessary for the development of theories, and since theories are important for analysis and for trial purposes, Gage offers some guides to what is necessary for such development. His illustrative analysis of teaching⁴ may assist educators in the development of paradigms for classroom work.

Gage first suggests that *types of teaching activities* have a bearing on the development of appropriate models for teaching. The kind of activity the teacher engages in—explaining, guiding, making assignments, etc.—must be specified. Gage feels that one model or theory cannot encompass all of these activities.

Gage next identifies *educational goals* as an important facet of teaching. Does teaching take the same form for cognitive, affective, and psychomotor objectives? Would one process or model cover all of these goals? Gage again argues that no one model or theory would apply to the development of thinking, attitudes, interests, physical abilities, etc.

The third analysis for consideration would be that according to what Gage terms *components of teaching corresponding to those of learning*. This analysis refers to a mirror image of the learning process and involves such things as motivation-producing, cue-providing, response-eliciting, and reinforcement-providing. Again, all of these aspects of teaching cannot be subsumed under one model for the teaching act, because, for instance, motivation-producing entails different activities and variables from reinforcement-providing.

The fourth analysis for the analysis of teaching suggested by Gage derives from *kinds of learning theory*. Illustrations of these kinds of theory would be conditioning theory, identification theory, and cognitive theory. Different kinds may be appropriate for different kinds of teaching in different situations, and expecting them to yield a single theory on teaching, argues Gage, would be inappropriate. A unified model should not be sought, because cognitive restructuring involves different views of teaching from either identification or conditioning, and so forth.

These four analyses imply that "no single theory of teaching should be offered that would attempt to account for all activities of teachers, that would be aimed at all objectives of education, that would involve all components of the learning process, in a way that would satisfy all theories of learning."⁵

From these analyses, in what direction should the educator go? Gage suggests that one can draw upon various resultants of these analyses and combine them to form a model for development, testing, and analysis. In other words, the teaching activity depends on the nature of the educational goal selected. From this selection one would move to the appropriate component of the learning process and then to the theory of learning that would best accomplish the particular objective. Each phase of the paradigm must fit each other one.

Gage sees a need for some structuring of the teaching function. Theoretical analyses of teaching are as important as theories of learning and should be developed alongside learning theories rather than inferred from them. The emphasis again is on theories (plural) because no single, unified theory can encompass the varieties of elements analyzed and described by Gage. And of course, before validated theory can be achieved, paradigms must be developed and tested.

Since models of many aspects of teaching are lacking, more development of models is necessary. This development can make explicit some internally consistent specifications in a model and test them. When models appear to be useful, ways of implementing them may be sought. The development of paradigms helps to form a conception of what elements are important and what relationships exist among these elements. A careful examination of the elements of teaching, a review of pertinent data from other sources, and the testing of existing models (highly endorsed by Gage) would be the starting points for paradigm development and testing.

Now that the general paradigm of clinical behavior style of teaching has been discussed and related to contemporary research and thought on teacher education, some concrete illustrations of how the paradigm can be implemented in an actual training program will be given. The illustrations should be regarded as one possible form that a program could have, not as the only possible form. Other experiences and combinations of experiences can be designed to fit the clinical behavior style paradigm; this program model is recommending implementation of the paradigm in teacher education, not adoption of the particular concrete illustrations given.

For the educator who works directly with prospective teachers, attention should be focused on the teaching act through appropriate analysis, synthesis, and evaluation of ideas. Several writers have identified important variables and strategies developed to the point where immediate use is possible. The teacher educator and his students can: (a) begin to use and test selected logical dimensions in their simulated teaching; (b) define and test certain strategies for cognitive growth; (c) identify, program, and test selected pedagogical moves for teaching; and (d) propose and test ideas on inquiry. Analysis of classroom interaction can be accomplished with a high degree of accuracy after training. Viewing and analyzing the classroom group, school, or school system can place values, goals, and expectations in proper perspective for effective learning and behavioral change. Finally, future teachers, through teaching strategies and concept formation, can begin to develop and design effective units of learning for trial testing and evaluation. The careful search, then, for new methodology and programming of experiences planned to accomplish specified outcomes can be important in teacher education, and the analysis of teaching strategies should receive careful attention from future teachers.

It seems important for those in teacher education to give closer attention to educational goals, within both the affective and cognitive domains, and the meaning they have for the teaching-learning process. A more careful statement of goals, the programming of activities to goal achievement, and the necessary checking of goal attainment can be done with more analytic precision.

This book includes some ideas on using and structuring curriculum experiences in the areas of knowledge and content to provide the future teacher with some guidelines for better teaching. Utilizing these guidelines should foster more effective learning in elementary and secondary school students and in turn provide for more critical work by their teachers. Understanding and using these guidelines must occur at the preservice level.

Sufficient ideas were presented on cognition and concept formation to assist the future teacher in defining necessary dimensions of learning. Careful review of basic concept formation at the preservice level and active participation with elementary or secondary students in applied or simulated situations can help the future teacher to develop the appropriate behavior to carry on this important function. Understanding and experience seem imperative. Also, consideration for higher level thinking should be fostered in the new teacher through a review of parts of this book. Clearly, several important reported studies can assist the teacher educator in his efforts to teach thinking above the knowledge level.

Finally, it would appear both possible and quite necessary for the teacher educator and his students to engage in the creative work of proposing, testing, and evaluating different kinds of selected teaching-learning experiences in a kind of controlled laboratory situation. Novel models and paradigms, as well as established ones, can be tried and checked, promoting more analytic and critical behavior. This kind of active prescribing and testing seems desirous in an inquiry-oriented teacher preparation program.

Whichever experiences are finally selected for implementation, a basic proposition should always be kept in mind:

Proposition:

It is proposed that a trainee, since he tends to teach as he has been taught, be exposed to the kind of professional behavior he is expected to attain. In other words, a teacher preparation program must itself be a model of creative teaching, continual critical self-evaluation, disciplined inquiry and exploration, national innovation, and professional cooperation among various disciplines and specialities, as well as adaptations of program to individual differences.

THE CLINICAL EXPERIENCE SEQUENCE

Curriculum designers who value the inquiry orientation to teacher training are implicitly obligated to provide exemplary models of inquiring behavior as well as opportunities for students to practice various aspects of inquiring behavior. The development and utilization of a specified framework combining inquiry with the task of understanding how to manipulate instructional variables is therefore needed.

Within such a framework the content and sequence of the professional teacher training experiences can be derived and ordered. Perspective can be achieved regarding the context and position of clinical experiences in relation to the total range of the trainee's learning experiences. Clarity is enhanced and a check is provided against the exclusion of content and activities important to the development of a clinical behavior style of teaching.

A POTENTIAL FRAMEWORK -- Professor Elizabeth S. Maccia strongly supports an inquiry-oriented teacher education program. She suggests that the development of cognitive claims (i. e. , hypothesis construction) and the justification of the claims (i. e. , hypothesis testing) represent the two important dimensions of inquiry behavior. She outlines the act of scientific inquiry as follows:

The Complete Act of Scientific Inquiry⁹

1. Development of Cognitive Claims: Theory Construction Tasks
 - 1.1. Setting forth Terms (Variables)
 - 1.2. Relating Terms (Variables) to Form Propositions (Hypotheses)
 - 1.3. Relating Propositions (Hypotheses) to Form Theory
2. Justification of Cognitive Claims; Theory Verification Tasks
 - 2.1. Collection of Data
 - 2.1.1. Specification of Indicators
 - 2.1.2. Specification of Design
 - 2.2. Interpretation of Data

The development of cognitive claims corresponds to the reflecting and proposing phases of the clinical behavior style, while the justification of cognitive claims corresponds to the doing phase. Although Maccia's description of scientific inquiry is being used to develop a particular framework to illustrate how clinical experiences can be systematically derived and organized in a teacher preparation program, inquiry is to be regarded within the context of serving clients, not producing scientific knowledge. These two uses of inquiry cannot be completely separated from one another but one can be emphasized more than the other. As a practitioner operates within the clinical behavior style, inquiry is used primarily to enhance the knowledge and skills of the inquirer (practitioner) as he serves his clients, not to enhance some discipline of knowledge per se.

The elements of Maccia's view of the "act of inquiry" are accepted as the first dimension of the framework. The implication for an inquiry-oriented teacher education program is that if trainees are to acquire theory that can be related to practice it must come from experiences which allow for theory verification (doing) as well as for theory construction (reflecting and proposing). Thus, a framework providing the organizing structure of an inquiry-oriented program must allow for both types of activities. Flaws in educational theory that cause practitioners ultimately to call it "useless" could be identified systematically if verification procedures were built into the teacher training program.

⁹Ibid, pp. 126

A two-dimensional matrix of these dimensions forms a comprehensive framework for systematic derivation and sequencing of professional teacher training experiences, as illustrated in the following figure.

A GUIDING FRAMEWORK FOR SPECIFYING PROGRAM CONTENT

Act of Scientific Inquiry

Development of Cognitive Claims: Theory Construction Tasks					Justification of Cognitive Claims: Theory Verification Tasks	
I. Setting forth terms (variables)	II. Relating forms to term positions (hypotheses)	III. Relating propositions to term theory	IV. Collection of data	V. Interpretation of data		
1. Substantive Dimensions						
a. content						
b. products						
c. operations						
2. Behavioral Dimensions						
a. learner characteristics						
b. group climate						
c. teacher action						
3. Environmental Dimensions						
a. organization						
b. physical conditions						
c. technologies						
B. School and Community Contexts						
1. socio-economic make-up						
2. physical plant						
3. organization						
4. political influence, leadership . . .						
5. human resources						

*Complete specification of the program would necessitate entrance of all relevant and appropriate data in each cell of the matrix. For example, the cell marked with an asterisk would contain all terms that should be known by the trainee regarding the substantive dimension of instruction.

Instructional Variables

THE INQUIRY DIMENSION--The first set of tasks for theory construction (development of cognitive claims) requires the specification of all terms whose meaning is essential to further concept development. Described in somewhat different words, the task is one of selecting vocabulary that is prerequisite to comprehending relationships. This may appear to be an obvious first step, but all too often awareness and understanding of the precise meanings for professional terms are assumed but not made explicit. The negative consequences are clear: if understanding is incomplete, the lack of precise meanings and referents to attach to new terms and relationships results in a concept being partially learned or not learned at all. The specification of all necessary terms allows for rapid assessment of a trainee's readiness as well as precise direction for remediation. The learner activities represented here would include all those in which the object is recognizing and understanding meanings attached to terms necessarily included in the verbal repertoire of the professional teacher.

The second set of tasks in theory construction requires the specification of the relationships between verbal terms and the dynamic components in the instructional system. This is a considerably more difficult task than the first because the important relationships are less obvious than the terms. More empirical data is required for substantiating the meaning associated with a relationship than the meaning associated with a term. Similarly, a relationship represents a higher level of cognitive product than does a unit. The learner activities represented here would include all those whose objective is recognition and understanding of relationships among elements contained in the instructional system.

The third set of tasks is again more complex than either of the first two but is not necessarily more difficult, provided the first two have been well specified and mastered. This subset of activities incorporates the element of intention; the specification of objectives with their corresponding implications for the structure of instructional relationships. Knowledge of intentions and probabilistic relationships among instructional variables (task two) allows for the generation of propositions that direct action. The learning experiences included in this set all require judgments (real or hypothetical) regarding the manipulation of instructional variables. By definition, a proposition involves a proposal for action; combining the propositions for the purpose

of formulating action requires analysis of the various relationships and speculation regarding their ideal relation to objectives. This type of activity necessitates a comprehensive view of the system, that is, the assumption of a theoretical position. It is at this point that a trainee is "ready" for clinical experiences. The clinical experiences provided here are most logically laboratory experiences (as contrasted with field experiences), since they are more easily controlled and exposure to all recommended activities can be assured.

The fourth set of tasks concerns theory verification activities. Specifications here require decisions relative to appropriate "tests" of the construction stage of the inquiring act. The learner activities include all those whose objectives concern a trainee's ability to select, perceive, identify, recognize, and/or classify relevant indicators of a proposition's credibility. Skill in observing, recording and categorizing reliable data that either lend support or cast doubt upon given hypotheses, propositions or value positions is beneficial for clarification and reinforcement purposes as well as for continuous evaluation of content and method.

The fifth and final set of tasks represents yet another type of theory verification activity; that of making valid interpretations of collected data. This subset incorporates the experiences whose objectives concern the making of sound generalizations from evidence acquired regarding instructional propositions. The ability to successfully display these analytical skills not only provides for theory verification, but frequently is productive and generative of new insights regarding instructional phenomena.

THE INSTRUCTIONAL VARIABLES DIMENSION--The second dimension of the structural framework incorporates the classes of variables present in any instructional situation. The variable classes are derived from models specified by Downey¹⁰ and Biddle¹¹. They are meant to represent an exhaustive set of categories for all variables present in any instructional situation. Any variable can be manipulated to induce intended changes in learners.

¹⁰L. N. Downy, The Secondary Phase of Education. 1965. pp. 87-89.

¹¹B. J. Biddle and Ellena, W. J. Contemporary Research on Teacher Effectiveness. 1964.

Emphasis in the design of clinical experiences for these specifications was given to the variables encountered in classroom situations.

The classes of instructional variables in the framework provide the focus for attention; they become the objects around which the inquiry activities are centered.

USING THE FRAMEWORK FOR SPECIFYING AND ORDERING CONTENT

Specifying the content relative to each variable class and for each section of the inquiry act contained in the framework requires a scholarly and arduous task. Either horizontal specification through an entire variable class, and across all parts of the inquiry act is possible, or vertical specification down each set of inquiry activities for all variable classes, e. g. , specifying all relevant terms represents a logical approach. On the other hand, one may wish to begin specification rather haphazardly at first, shifting from section to section as one thought suggests another in a different but somewhat comparable vein. The framework provides needed structure yet allows for shifting attention to diverse parts of the framework without loss of economy or power.

While the framework provides order and structure, it clearly requires other sources for deriving its substance. Selection and emphasis of potential content sources differs somewhat for the various sets of inquiry activities and instructional variables, but tends to follow a comparable general pattern.

Initial sources are most typically groups of specialists with varied backgrounds. They might be described as "engineering teams." The teams are comprised of scholars from the behavioral sciences as well as from fields of pedagogy. Some come to the task with strong research backgrounds while others have strong teaching backgrounds. Nevertheless, the team members generate lists of competencies they believe to be essential for successful teaching. These competencies are analyzed into content units that would be required for learning

them. The units are assigned to appropriate positions in the framework and continually checked for logical flow and development. A similar procedure has been described by Gagne . He states, "By progressively applying this analysis procedure beginning with the terminal objective and working backwards, one can spell out an entire structure which has its beginning in relatively simple capabilities that can be assumed to be known by the student" (Gagne).¹²

However, a teacher training program constructed around an inquiry model should allow for more than expert opinion as the source for content derivation. Its major source of substance must be obtained from empirical studies (theory construction and justification activities) of teaching acts and their subsequent effects upon learners. Both descriptive and experimental study of the variables in teaching and learning are appropriate. A plurality of approaches to the investigation, description, and specification of the tasks of teaching should provide optimal direction for a worthy training program.

As sources for terms and relationships, the inquiries of such scholars as Bellack, Gallagher, Flanders, and Gage are clearly relevant. The findings of Jacob Kounin provide a cogent example. In studying the "managing" behaviors of teachers and their consequent effects on learners' behaviors, he discovered several techniques (e. g. , communication of "with-it-ness") that are considered to be especially powerful in accomplishing certain objectives (e. g. , pupils attentiveness). The findings belong in the substance of teacher education. Yet his findings were too subtle to have been generated by an "expert opinion" strategy. To leave the finding of such valuable information to chance; that is, to hope that someone gets a government research grant, to hope that he focuses on classroom instruction, to hope that he will find something relevant to teaching and to hope that someone reads, understands and seeks applicability of the reported findings, and to hope thus that the relevant information will have an impact upon the teacher training curriculum is clearly a low-probability risk.

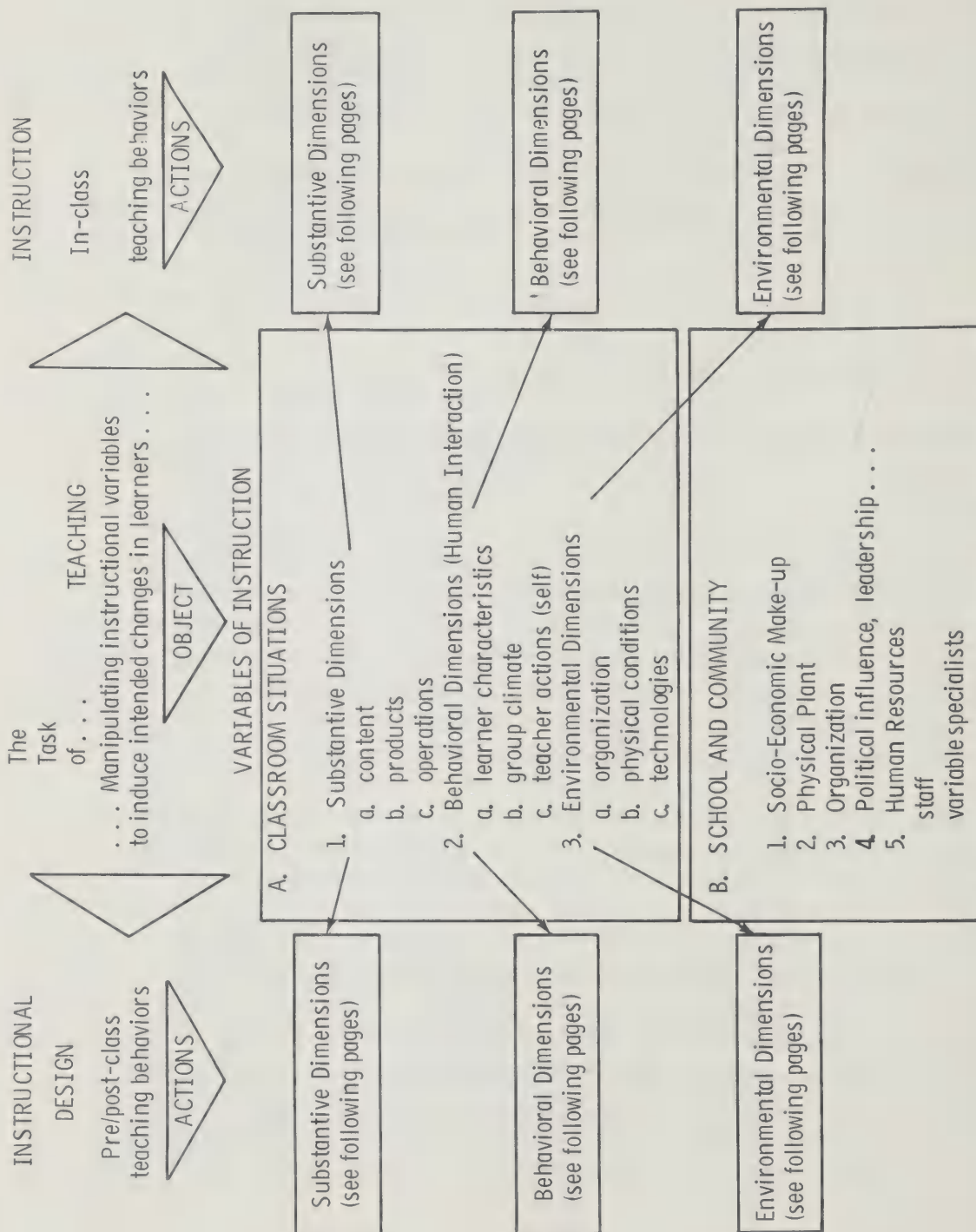
¹² R. M. Gagne, Perspectives of Curriculum Evaluation. 1967. pp. 27.

Continuous review of such study and continuous selection, and incorporation into the instructional system is required for continuous renewal. Yet more is needed in addition to scholarly review and selection from relevant literature. A procedure for continuous and systematic study and analysis of the tasks of teaching is imperative. Such a procedure is especially crucial to derivation, specification and evaluation of that aspect of the act of inquiry which Maccia calls "Relating Propositions to Form Theory." Most of the clinical experiences specified in the program model are representative of the part of the model concerned with "Relating Propositions to Form Theory;" these activities typically call for the trainee to "behave like" a teacher.

CLINICAL SEQUENCE MODULES

Studies of the tasks of teaching have been carried on for some years in the elementary schools which participate in the Michigan State University teacher education program. The teacher behaviors identified in these studies have been classified according to the instructional variables that the teacher manipulates and on the basis of when the variables were manipulated, i. e. , prior to or during classroom instruction. The classified tasks are represented in the figure appearing on the following seven pages. On the first page, the general paradigm is illustrated, while the next six pages delineate the specific tasks included in each of the six instructional variables.

Using each teaching task as a stimulus, a team of persons designed at least two experiences that would provide a trainee with opportunities to practice and receive feedback regarding each of these known teaching tasks. Starting with the first pre/post-class teaching behavior designated in the left-hand column of the model, the team worked progressively down the list, specifying two experiences for each behavior. The in-class behaviors represented on the right-hand column were then specified in a like manner, again beginning with the substantive dimension and ending with the environmental dimension. These clinical experience modules are presented in this order in the following section.



IN-CLASS TEACHING BEHAVIORS

SUBSTANTIVE DIMENSIONS

1. devising subjects, sequence, tasks--selecting subjects for study and designing learning activities with pupils
2. changing subjects--adjusting and adapting selected subject matter to unanticipated pupil reaction(e.g., dislike, emotional tension, and interest)
3. changing sequence (reorganize)--altering anticipated sequence of content units to either (a) allow additional time for remediation and/or reinforcement or (b) eliminate attention to areas already known by pupils
4. changing tasks--modifying planned pupil tasks (e.g., assignments) to fit readiness level of individuals and/or small or large groups
5. changing pace--altering pace of content activities on basis of unforeseen pupil reaction (e.g., over-stimulation) and/or time problems

IN-CLASS TEACHING BEHAVIORS BEHAVIORAL DIMENSIONS

1. relating subject matter to pupils' interest, needs, abilities--providing referents and/or associations that link substantive to behavioral dimension
2. motivating pupils' attending behaviors--providing variety, pleasure, decision, concern and respect, challenge, advanced organizers, successful trials
3. explaining subject matter to pupils--interpreting terms, meanings, motives, in language that readily communicates to pupils
4. illustrating and/or demonstrating subject matter to pupils--providing relevant examples
5. questioning pupils regarding subject matter--providing verbal stimuli to initiate desired pupil response
6. acknowledging pupil contributions--responding to pupils' answers and suggestions, using their contributions for illustration, contrast, and comparison
7. assessing pupil grasp of content, products and operations--testing (could be by listening, watching, reading, etc.) for pupil ability, problems, and self-satisfaction
8. evaluating pedagogical logic and sequence of content units, pupil reaction to behavioral and environmental dimensions--testing for pedagogical soundness of instructional design
9. reporting to pupils about their progress--providing feedback, both positive and negative to pupils about their growth and behavior
10. extinguishing undesirable pupil behaviors--applying deviancy control techniques
11. directing pupils to the precise thing they are to do and/or attend--giving assignments, setting explicit expectations and/or giving exact directions relative to pupil and school functioning

IN-CLASS TEACHING BEHAVIORS

ENVIRONMENTAL DIMENSIONS

1. implementing managerial procedures for efficient group operation--pupil accounting, record keeping, collecting and distributing materials, making, instructional materials convenient and available, providing for orderly pupil movement, etc...
2. altering anticipated time and activity schedule--changing organization for assemblies, emergencies, pupil interests and desires
3. adjusting physical conditions for improved pupil comfort and/or learning efficiency--changing heat, lighting, seating conditions as needed
4. removing and/or relocating physical distractors from the environment--closing drapes, moving plants, globes, etc.
5. providing physical props to create a desired atmosphere--soft music for a calm and relaxing mood, lively music and/or exercise for stimulation
6. operating audio-visual equipment--setting up, starting, running, repairing, removing
auto rated instructional equipment

PRE/POST-CLASS TEACHING BEHAVIORS
SUBSTANTIVE DIMENSIONS

1. selecting objectives for instruction--considering and choosing content, products, and operations for student attention in specified domains of human activity (cognitive, affective and psychomotor)
2. specifying objectives for instruction--stating behavioral descriptions of the expected capabilities of students in the specified domains of human activity
3. deriving subordinate capabilities--identifying the prerequisites of a given unit of a content which would permit the learning of the given units under a single set of learning conditions
4. sequencing subordinate capabilities--arranging and describing content units in a pedagogically reasonable order
5. specifying criterion behaviors--stating the expected terminal behavior in unambiguous operational terms, with conditions objectively stated and criteria for lower limits specified
6. designing learning conditions so that pupils are most apt to acquire specified content units--hypothesizing about and specifying in-class variables
7. ordering learner activities for variety and continuity--arranging diverse subjects and pupil tasks into a sequence that will optimize student attentiveness and self-motivation
8. designing appropriate measures for testing pupil attainment of objectives--constructing test items, specifying behaviors that would contribute to a behavior later on, etc.
9. obtaining professional information regarding substantive dimensions of instruction--keeping informed (acquiring, reading, studying, and questioning) about research and development relative to the content, products and operations in subject matter areas

PRE/POST-CLASS TEACHING BEHAVIORS BEHAVIORAL DIMENSIONS

1. reading and analyzing data on pupil characteristics and abilities--studying and interpreting such data as that obtained from individual pupil records, test results, diagnostic reports, etc. for cues regarding individual learners and learning styles
2. interacting with school related persons--discussing instructional variables with students, teachers, librarians, parents, community resources, etc.
3. reading and analyzing pupil products--studying results of student's work on assigned and/or selected tasks for diagnosing learner capabilities and/or possible problems in task performance and objective attainment
4. selecting and preparing both descriptive and prescriptive feedback for students--assigning grades, writing comments, suggesting new and/or remediating activities that will motivate as well as clarify direction
5. designing means for acquiring data about specific classroom groups--specifying items and constructing devices for obtaining sociometric data
6. reading and analyzing results of sociometric measures--studying and interpreting pupil's group behaviors as indicated by responses to sociogram, anecdotal records, recalled inclass behaviors, etc.
7. prescribing specific teaching behaviors that will affect pupils both as individuals and as group members--selecting pupil behaviors to encourage (reinforce) and/or discourage (extinguish) and means for accomplishing these ends
8. interpreting feedback about teaching actions--studying pupil responses to inquiries viewing self on tape, analyzing and/or comparing behaviors with those suggested by profession
9. designing means for acquiring data about teaching actions--selecting and specifying procedures for self-evaluation
10. obtaining professional information regarding behavioral dimensions of instruction--keeping informed (acquiring, reading, studying, and questioning) about research and development relative to learners, groups and teacher behaviors

PRE/POST-CLASS TEACHING BEHAVIORS ENVIRONMENTAL DIMENSIONS

1. selecting types of classroom groups and procedures for assigning individuals to the groups--ability groups, interest groups, age groups, flexible or static groups, voluntary or assigned groups, etc.
2. deciding on within-group structure (pupil clusters)--assigning members to teacher-selected groups and/or positions and locations to intact groups
3. deciding on classroom tasks necessary for maintaining an attractive and orderly classroom--selecting tasks, characteristics of persons to carry out tasks, procedures for delegating responsibilities, procedures for evaluating quality of completed task
4. carrying out classroom managerial tasks--making arrangements with custodial help, watering plants, moving desks, etc.
5. selecting physical props for the classroom--drawing on awareness of pupil interests and needs and matching this information with knowledge of available resources
6. assembling, and/or arranging physical props for the classroom--constructing bulletin boards, setting up aquariums, science corners, library tables, etc.
7. deciding on classroom rules necessary for maintaining an efficient and orderly classroom--permission and prohibitions, rules and regulations
8. deciding on means of enforcing rules and regulations--judgments regarding deviancies, e.g., rewards, punishments
9. deciding on means of communicating school and classroom regulatory procedures and enforcement to students--oral or written communication or both, at one time or as deviancies occur
10. selecting instructional media/technologies that "fit" behavioral and substantive dimensions--deciding what types of aids are most appropriate for the characteristics of given sets of learners and subject areas
11. preparing instructional media/technologies that are needed for in-class instruction--writing and duplicating handouts, obtaining and setting-up projectors, etc.
12. obtaining professional information about environmental dimensions of instructional variables--keeping informed (e.g., acquiring reading, studying, and questioning) about research and development relative to classroom organization, physical conditions, and technologies

Most of the clinical experiences included here were laboratory experiences (in contrast with field experiences). In order to assure that all critical experiences are encountered before the responsibility of internship, a laboratory approach is necessary. Thus each trainee is assured a comprehensive and varied set of experiences. Hopefully very similar experiences would be designed and encouraged for each trainee in the field, but logistical problems would naturally be a limiting factor. It is intended that the supervisors (intern consultants) in the field be trained to help the interns recognize and practice the actual classroom encounters with the experiences which are "life models" of those in the clinical experience sequence.

Following the section of modules based on the tasks of teaching that represent the aspect of inquiry Maccia calls "Relating Propositions to Form Theory" is a smaller and less complete set of modules representing "theory justification" activities. This second set of modules is brief and should be viewed as only a sample of the numerous and varied types of experiences trainees could undertake to develop skills in specifying relevant indicators and appropriate procedures for obtaining and interpreting the evidence regarding theory formulations.

*OBJECTIVES	1. TO DEVISE SUBJECTS, SEQUENCE AND TASKS IN CONCERT WITH STUDENT IN ORDER TO FULFILL A STATED OBJECTIVE, TO DESIGN LEARNING ACTIVITIES WITH PUPILS, 2, TO ANTICIPATE OPTIMAL GROUP INTERACTION AND DECISION-MAKING THROUGH CLASS GROUPING AND LOCATION,	02481 27 02481 28 02481 29 02481 30 02481 31
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E.G, AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA ≥E.G, THE COMMUNITY, CREATIVE WRITING, ETC., OBJECTIVES AND ENVIRONMENT, B, ESTABLISH AN APPROPRIATE CLASSROOM ARRANGEMENT AND GROUPING WHICH WOULD OPTIMIZE GROUP INTERACTION AND DECISION MAKING, 2, IN AN A-V LABORATORY HE WILL THEN AUDIO TAPE RECORD HIS INSTRUCTIONS AND SYNTHESIZING ACTIVITIES WITH THE HYPOTHETICAL CLASS, THE INTENDED RESULT IS A GROUP PLAN FOR SUBJECT, SEQUENCE AND TASKS TO ACHIEVE THE STATED OBJECTIVES, THE TRAINEE IS FREE TO REPEAT THE ACTIVITY UNTIL HE IS SATISFIED WITH THE PRODUCT, 3, AFTER SUBMITTING THE WRITTEN STATEMENT AND TAPE, HE WILL RECEIVE FEEDBACK FROM THE INSTRUCTOR REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02481 11 02481 12 02481 13 02481 14 02481 15 02481 16 02481 17 02481 18 02481 19 02481 20 02481 21 02481 22 02481 23 02481 24 02481 25 02481 26
*SETTING	INDEPENDENT	02481 10
*MATERIALS	TAPE RECORDING EQUIPMENT IN AUDIO-VISUAL LABORATORY, TAPES FOR STUDENT USAGE,	02481 5 02481
*HOURS	1	02481 6
*GENERAL	ALL CANDIDATES	02481 7
*LEVEL	ALL GRADES	02481 8
*FILE	GROUP PLANNING SELECTING SUBJECT MATTER	02481 9

*OBJECTIVES	TO DEVISE SUBJECTS, SEQUENCE AND TASKS IN CONCERT WITH STUDENTS IN ORDER TO FULFILL A STATED OBJECTIVE, TO DESIGN LEARNING ACTIVITIES WITH PUPILS, TO ESTABLISH, EXTEMPORANEOUSLY, CLASSROOM GROUPING AND LOCATION FOR OPTIMAL GROUP INTERACTION AND DECISION-MAKING,	02482 25 02482 26 02482 27 02482 28 02482 29
*PREREQUISITE	MODULE 1 ≥NS 11.	02482 30
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED 6-8 FIFTH GRADE PUPILS FOR WHOM BACKGROUND DATA ≥E.G, ABILITY, AGE, INTERESTS, ETC., HAS BEEN GIVEN IN ADVANCE OF THE CLASS SESSION, CONTENT AREA AND OBJECTIVES ARE ALSO SPECIFIED, 2, THE TRAINEE IS TO ESTABLISH AN APPROPRIATE SETTING FOR A MICRO-TEACHING SITUATION WITH THE PUPILS IN WHICH POSSIBILITIES FOR GROUP INTERACTION ARE OPTIMAL, 3, HE IS THEN VIDEO TAPED AS HE EXTEMPORANEOUSLY INTERACTS, QUESTIONS AND SYNTHESIZES SUGGESTIONS FROM THE PUPILS IN ORDER TO FORMULATE A GROUP PLAN FOR SUBJECT, SEQUENCE, AND TASKS TO ACHIEVE THE STATED OBJECTIVES, 4, HE THEN VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02482 11 02482 12 02482 13 02482 14 02482 15 02482 16 02482 17 02482 18 02482 19 02482 20 02482 21 02482 22 02482 23 02482 24
*SETTING	INDEPENDENT	02482 10
*MATERIALS	1. VIDEO TAPE EQUIPMENT 2, 6-8 FIFTH GRADE STUDENTS 3, BACKGROUND DATA ON ABOVE STUDENTS,	02482 5 02482

*LEVEL	ALL GRADES	02482	8
*GENERAL	ALL CANDIDATES	02482	7
*HOURS	1	02482	6
*EVALUATION	INSTRUCTOR JUDGMENT.	02482	31
*FILE	SELECTING SUBJECT MATTER GROUP PLANNING	02482	9
*OBJECTIVES	1. TO BE ABLE TO CHANGE SUBJECTS, ADJUSTING AND ADAPTING SELECTED SUBJECT MATTER TO UNANTICIPATED PUPIL REACTION,	02483	24
	2. TO BE ABLE TO ANTICIPATE STUDENT REACTIONS TO SUBJECT MATTER,	02483	25
		02483	26
		02483	27
*PREREQUISITE	MODULE 2 2NS 12+	02483	28
*EXPERIENCE	1. THE TRAINEE PREPARES THE FOLLOWING ASSIGNMENT OUT-OF- CLASS: A) STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS 2E,G, AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA 2E,G, FRACTIONS, STORY-WRITING, GEOGRAPHY, OBJECTIVES AND ENVIRONMENT, B. SUGGEST EMOTIONAL REACTIONS ON THE PART OF THE PUPIL THAT MIGHT OCCUR IN RESPONSE TO THIS SITUATION 2E,G, EMOTIONAL TENSION, DISLIKE, ETC.,	02483	11
		02483	12
		02483	13
		02483	14
		02483	15
		02483	16
		02483	17
		02483	18
	C. INDICATE HOW YOU WOULD IMPROVISE, ADAPT AND ADJUST THE SUBJECT MATTER IN CLASS IF THESE REACTIONS OCCURRED,	02483	19
	2. THE INSTRUCTOR AND THE TRAINEE WILL THEN CONFER ABOUT THE PAPER-AND-PENCIL REACTIONS PROVIDED AND FEEDBACK WILL BE GIVEN REGARDING THIS EXPERIENCE,	02483	20
		02483	21
		02483	22
		02483	23
*SETTING	INDEPENDENT	02483	10
*MATERIALS	BLANK	02483	5
*LEVEL	ALL GRADES	02483	■
*GENERAL	ALL CANDIDATES	02483	7
*HOURS	1/2	02483	6
*EVALUATION	INSTRUCTOR JUDGMENT.	02483	29
*FILE	SELECTING SUBJECT MATTER ADJUSTING	02483	9
*OBJECTIVES	TO BE ABLE TO CHANGE SUBJECT, ADJUSTING AND ADAPTING SELECTED MATTER TO UNANTICIPATED PUPIL REACTION,	02484	31
		02484	32
*PREREQUISITE	MODULE 3 2NS 23+	02484	33
*EXPERIENCE	1. THE INSTRUCTOR RANDOMLY ASSIGNS THE TRAINEES A 2WRITTEN+ HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING: A. LEARNER CHARACTERISTICS, CONTENT AREA AND ENVIRONMENTAL SITUATION, 2E,G, YOU HAVE A HETEROGENEOUS CLASS OF 30 THIRD-GRADERS IN A WORKING CLASS COMMUNITY, IT IS YOUR OBJECTIVE TO HAVE THEM UNDERSTAND ECONOMIC DECISION-MAKING, THUS THEY ARE TO FORM GROUPS OF FOUR 2SELF-SELECTED+ AND EACH GROUP IS TO USE A PENNEYS CATALOG FROM WHICH THEY ARE TO PLACE AN IMAGINARY ORDER FOR NOT MORE THAN \$25 IN GOODS+ B. A REACTION BY THE PUPILS TO THE TASK THAT IS TOTALLY UNANTICIPATED, 2E,G, TWO PUPILS REFUSE TO PARTICIPATE, THEY SHOW VERY OBVIOUS SIGNS OF EMOTIONAL TENSION AND WITHDRAW FROM THE INSTRUCTIONAL SETTING,+ 2. THE TRAINEE WILL THEN ACT OUT THE NECESSARY ADJUSTMENTS AND ADAPTATIONS IN SUBJECT MATTER TO COMPENSATE FOR THE UNANTICIPATED REACTIONS, THIS EPISODE WOULD BE VIDEO-TAPED, 3. THE TRAINEE VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02484	11
		02484	12
		02484	13
		02484	14
		02484	15
		02484	16
		02484	17
		02484	18
		02484	19
		02484	20
		02484	21
		02484	22
		02484	23
		02484	24
		02484	25
		02484	26
		02484	27
		02484	28
		02484	29
		02484	30
*SETTING	SMALL GROUP 21-12 STUDENTS+	02484	10
*MATERIALS	1. MIMEOGRAPHED VIGNETTES FOR TEACHER CANDIDATE TO ACT OUT, 2. VIDEO TAPING EQUIPMENT,	02484	5
		02484	■
*LEVEL	ALL GRADES	02484	7
*GENERAL	ALL CANDIDATES	02484	6
*HOURS	1/2	02484	34
*EVALUATION	INSTRUCTOR JUDGMENT.	02484	9
*FILE	SELECTING SUBJECT MATTER ADJUSTING	02484	9

*OBJECTIVES	1. TO BE ABLE TO CHANGE AND/OR REORGANIZE SEQUENCE, ALTERING ANTICIPATED CONTENT SEQUENCE TO EITHER 2A+ ALLOW ADDITIONAL TIME FOR REMEDIATION AND/OR REINFORCEMENT OR 2B+ ELIMINATE ATTENTION TO AREAS ALREADY KNOWN BY PUPILS,	02485 24 02485 25 02485 26 02485 27
	2. TO BE ABLE TO ANTICIPATE THE NECESSITY FOR REORGANIZING SEQUENCE,	02485 28 02485 29
*PREREQUISITE	MODULE 2484	02485 30
*EXPERIENCE	1. THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-PENCIL ASSIGNMENT INDEPENDENTLY: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, B, SELECT SUBJECT MATTER, TASKS AND SEQUENCE APPROPRIATE FOR THE SPECIFIED CLASSROOM SETTING, C, SUGGEST FOUR PUPIL REACTIONS THAT MIGHT INDICATE A NEED FOR ADDITIONAL TIME FOR REMEDIATION AND/OR REINFORCEMENT OR DELETION OF CERTAIN AREAS ALREADY KNOWN BY THE PUPILS, D, PROPOSE CONTENT SEQUENCE REORGANIZATION TO COMPENSATE FOR THESE IN-CLASS RESPONSES, 2. THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THE TRAINEE'S HYPOTHETICAL EXPERIENCE AND RESPONSES,	02485 11 02485 12 02485 13 02485 14 02485 15 02485 16 02485 17 02485 18 02485 19 02485 20 02485 21 02485 22 02485 23
*SETTING	INDEPENDENT SCHOOL	02485 10
*MATERIALS	BLANK	02485 5
*LEVEL	ALL GRADES	02485 8
*GENERAL	ALL CANDIDATES	02485 7
*HOURS	1/2	02485 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02485 31
*FILE	CHANGING SEQUENCE SELECTING SUBJECT MATTER	02485 9

*OBJECTIVES	TO BE ABLE TO CHANGE AND/OR REORGANIZE SEQUENCE, ALTERING ANTICIPATED CONTENT SEQUENCE TO EITHER 2A+ ALLOW ADDITIONAL TIME FOR REMEDIATION AND/OR REINFORCEMENT OR 2B+ ELIMINATE ATTENTION TO AREAS ALREADY KNOWN BY PUPILS,	02486 41 02486 42 02486 43 02486 44
*PREREQUISITE	MODULE 2485	02486 45 02486 46
*EXPERIENCE	1. THE INSTRUCTOR GIVES THE TRAINEE A WRITTEN INSTRUCTIONAL SETTING IN ADVANCE OF THE CLASS SESSION, SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, ENVIRONMENTAL SITUATION AND OBJECTIVES, 2. THE DESCRIPTION GIVEN TO THE TRAINEE IS AN ACTUAL CLASSROOM SITUATION THAT HAS BEEN OBSERVED AND TAPED IN ADVANCE, 3. THE TRAINEE IS TO BE PREPARED TO REACT TO A VIDEO TAPE OF THE ENSUING EPISODE, 2E.G. YOU HAVE A CLASS OF 25 SECOND GRADERS, GROUPED HETEROGENEOUSLY IN AN URBAN SCHOOL, THESE PUPILS HAVE DEMONSTRATED A NORMAL DISTRIBUTION OF ABILITY LEVELS, HOWEVER, THERE IS ONE CHILD WHO WAS AN EARLY READER AND HAS HAD A WIDE RANGE OF EXPERIENCES, THREE CHILDREN ARE FROM BROKEN HOMES, NON-VERBAL, INTROVERTED IN THE CLASSROOM AND HAVE SEEN LITTLE BEYOND THEIR NEIGHBORHOOD, YOUR OBJECTIVE IS TO HAVE THE PUPILS WRITE TWO OR THREE SENTENCES ABOUT WHAT THEY SAW ON THEIR WAY TO SCHOOL THAT MORNING, 2. A VIDEO TAPE OF THE PUPILS BEGINNING THE TASK IS SHOWN TO THE TRAINEE, THEIR INITIAL QUESTIONS AND REACTIONS INDICATE A NEED FOR REORGANIZATION OF CONTENT TO EITHER 2A+ ALLOW ADDITIONAL TIME FOR REMEDIATING AND/OR REINFORCEMENT OR 2B+ ELIMINATE ATTENTION TO AREAS ALREADY KNOWN BY PUPILS, 2E.G. DESPITE MUCH WORK ON SENTENCE WRITING, MANY OF THE PUPILS ARE UNABLE TO EXPRESS WHAT THEY HAVE OBSERVED ON PAPER OR ARE UNABLE TO RECALL ANYTHING TO WRITE ABOUT, 3. HE WILL ACT OUT THE NECESSARY CHANGES AND REORGANIZATION IN SEQUENCE NEEDED TO ENHANCE THE LEARNING SITUATION, THIS EPISODE WOULD BE VIDEO-TAPED, 4. HE THEN VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE, SMALL GROUP 21-12 STUDENTS, COLLEGE	02486 11 02486 12 02486 13 02486 14 02486 15 02486 16 02486 17 02486 18 02486 19 02486 20 02486 21 02486 22 02486 23 02486 24 02486 25 02486 26 02486 27 02486 28 02486 29 02486 30 02486 31 02486 32 02486 33 02486 34 02486 35 02486 36 02486 37 02486 38 02486 39 02486 40 02486 10
*SETTING		
*MATERIALS	1. MIMEOGRAPHED DESCRIPTION OF TAPED INSTRUCTIONAL	02486 5

	SETTING, 2. VIDEO TAPED EPISODE TO FULFILL ABOVE	02486
	REQUIREMENTS, 3. VIDEO TAPE EQUIPMENT TO RECORD STUDENT	02486
	RESPONSES,	02486
*LEVEL	ALL GRADES	02486 8
*GENERAL	ALL CANDIDATES	02486 7
*HOURS	1	02486 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02486 47
*FILE	CHANGING SEQUENCE SELECTING SUBJECT MATTER	02486 9

*OBJECTIVES	1. TO BE ABLE TO CHANGE TASKS IN CLASS, MODIFYING PLANNED PUPIL TASKS TO FIT READINESS LEVEL OF INDIVIDUALS AND/OR SMALL OR LARGE GROUPS, 2. TO BE ABLE TO ANTICIPATE MODIFICATIONS THAT MAY BE REQUIRED IN CLASS,	02487 23
		02487 24
		02487 25
		02487 26
*PREREQUISITE	2486	02487 27
*EXPERIENCE	1. THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-PENCIL ASSIGNMENT INDEPENDENTLY: A, ON A MIMEOGRAPHED SHEET, THE CLASSROOM SETTING 2E,G, LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT? IS DESCRIBED FOR THE EPISODE TO BE PRESENTED IN THE FOLLOWING MODULE,	02487 11
		02487 12
		02487 13
		02487 14
		02487 15
	B, SUGGEST FOUR 24+ PUPIL REACTIONS THAT MIGHT INDICATE A NEED FOR CHANGING TASKS, MODIFYING PLANNED PUPIL TASKS TO FIT READINESS LEVEL OF INDIVIDUALS AND/OR SMALL OR LARGE GROUPS, C, PROPOSE MODIFICATIONS IN ASSIGNED TASKS TO COMPENSATE FOR THESE IN-CLASS RESPONSES, 2, THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THE TRAINEES HYPOTHETICAL RESPONSES,	02487 16
		02487 17
		02487 18
		02487 19
		02487 20
		02487 21
		02487 22
*SETTING	INDEPENDENT COLLEGE	02487 10
*MATERIALS	MIMEOGRAPHED DESCRIPTION OF THE CLASSROOM SETTING TO BE PRESENTED IN THE FOLLOWING MODULE,	02487 5
		02487
*LEVEL	ALL GRADES	02487 8
*GENERAL	ALL CANDIDATES	02487 7
*HOURS	1/2	02487 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02487 28
*FILE	SELECTING SUBJECT MATTER CHANGING TASKS	02487 9

*OBJECTIVES	TO BE ABLE TO CHANGE TASKS IN CLASS, MODIFYING PLANNED PUPIL TASKS TO FIT READINESS LEVEL OF INDIVIDUALS AND/OR SMALL OR LARGE GROUPS,	02488 28
		02488 29
		02488 30
*PREREQUISITE	MODULE 2487	02488 31
*EXPERIENCE	1. THE TRAINEES UTILIZE THE DESCRIPTIONS GIVEN IN THE PREVIOUS MODULE AS AN INTRODUCTION TO THE EPISODE THEY ARE TO PREVIEW AND REACT TO, 2E,G, YOU HAVE 35 KINDERGARTNERS HETEROGENEOUSLY GROUPED IN A SUBURBAN SCHOOL, 1) IS YOUR INTENT TO BEGIN BUILDING THEIR SELF-CONCEPT AND INTRODUCE THEM TO PRINTING BY WRITING EACH OF THEIR NAMES ON HUGE CARDS, YOU HAVE EXPLAINED THAT YOU WILL TEACH THEM HOW TO MAKE THE LETTERS IN THEIR NAMES IN ADDITION TO THE OTHER LETTERS LATER, 2, THE TRAINEES PREVIEW A TAPE RECORDING OF THE PUPILS RESPONSES AND REACTIONS TO THESE CARDS AND THE PROMISED LEARNING, 2E,G, FIVE OF THE CHILDREN IMMEDIATELY EXPLAIN, WITH MUCH VEHEMENCE, THAT THEY NOT ONLY KNOW HOW TO WRITE THEIR NAMES ALREADY, BUT SEVERAL OF THEM KNOW THE ENTIRE ALPHABET, 3, IN A SMALL GROUP DISCUSSION WHICH IS TAPE RECORDED EACH MEMBER OF THE GROUP SHOULD INDICATE HIS INTENDED MODIFICATIONS OF THE TASKS,	02488 11
		02488 12
		02488 13
		02488 14
		02488 15
		02488 16
		02488 17
		02488 18
		02488 19
		02488 20
		02488 21
		02488 22
		02488 23
		02488 24
		02488 25
		02488 26
		02488 27
		02488 10
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHOOL	02488 5
*MATERIALS	VIDEO TAPED EPISODE IN CLASSROOM SETTING TO FULFILL THE ABOVE REQUIREMENTS,	02488
		02488
*LEVEL	ALL GRADES	02488 8
*GENERAL	ALL CANDIDATES	02488 7
*HOURS	1	02488 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02488 32
*FILE	SELECTING SUBJECT MATTER CHANGING TASKS	02488 9

*OBJECTIVES	TO BE ABLE TO CHANGE PACE, ALTERING PACE OF CONTENT	02489 25
	ACTIVITIES ON THE BASIS OF UNFORESEEN PUPIL REACTIONS	02489 26
	AND/OR TIME PROBLEMS, TO BE ABLE TO ANTICIPATE THE	02489 27
	NECESSITY FOR ALTERING THE PACE OF CONTENT ACTIVITIES,	02489 28
*PREREQUISITE	2488	02489 29
*EXPERIENCE	1, THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-PENCIL	02489 11
	ASSIGNMENT INDEPENDENTLY; A, STRUCTURE A HYPOTHETICAL	02489 12
	INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER	02489 13
	CHARACTERISTICS; CONTENT AREA, OBJECTIVES AND	02489 14
	ENVIRONMENT, B, SELECT SUBJECT MATTER, TASKS AND SEQUENCE	02489 15
	APPROPRIATE FOR THE SPECIFIED CLASSROOM SETTING,	02489 16
	C, SUGGEST FOUR 24+ PUPIL REACTIONS THAT MIGHT INDICATE A	02489 17
	NEED FOR ALTERING THE PACE OF CONTENT ACTIVITIES	02489 18
	2E.G. OVER-STIMULATION, TIME PROBLEMS,+ D, PROPOSE	02489 19
	ALTERATIONS IN PACE TO COMPENSATE FOR THESE IN-CLASS	02489 20
	RESPONSES, E, RATIONALIZE YOUR RESPONSES, SIGHTING	02489 21
	RESEARCH EXAMPLES IF RELEVANT, 2, THE INSTRUCTOR WILL	02489 22
	PROVIDE FEEDBACK REGARDING THE TRAINEES HYPOTHETICAL	02489 23
	EXPERIENCE AND RESPONSES,	02489 24
*SETTING	INDEPENDENT COLLEGE	02489 10
*MATERIALS	BLANK	02489 5
*LEVEL	ALL GRADES	02489 8
*GENERAL	ALL CANDIDATES	02489 7
*HOURS	1 1/2	02489 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02489 30
*FILE	SELECTING SUBJECT MATTER CHANGING PACE	02489 9

*OBJECTIVES	1. TO BE ABLE TO RELATE SUBJECT MATTER TO PUPILS	02491 28
	INTERESTS, NEEDS, ABILITIES, PROVIDING REFERENTS AND/OR	02491 29
	ASSOCIATION THAT LINK THE SUBJECT MATTER TO BEHAVIOR,	02491 30
	2. TO BE ABLE TO ANTICIPATE THE NEED FOR RELATING SUBJECT	02491 31
	MATTER TO RELEVANT REFERENTS AND ASSOCIATIONS,	02491 32
*PREREQUISITE	NONE	02491 33
*EXPERIENCE	THE TRAINEE IS TO PREPARE THIS ASSIGNMENT INDEPENDENTLY;	02491 11
	A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY	02491 12
	SPECIFYING LEARNER CHARACTERISTICS 2E.G. AGE, ABILITY,	02491 13
	BACKGROUND, ETC.,+ CONTENT AREA 2E.G. THE COMMUNITY,	02491 14
	CREATIVE WRITING, ETC.,+ OBJECTIVES AND ENVIRONMENT,	02491 15
	B, COMPOSE THE DIRECTIONS, TASKS, SEQUENCE, ETC,	02491 16
	NECESSARY TO CARRY OUT THE TEACHING STRATEGY, C, SUGGEST	02491 17
	EXAMPLES, ILLUSTRATIONS AND IDEAS THAT COULD BE USED TO	02491 18
	RELATE THE SUBJECT MATTER TO PUPILS INTERESTS, NEEDS,	02491 19
	ABILITY+ PROVIDE REFERENTS AND/OR ASSOCIATION THAT LINK	02491 20
	SUBSTANTIVE MATERIALS TO THE BEHAVIORAL DIMENSION,	02491 21
	D, TAPE RECORD, IN AN A-V LABORATORY, THE INTRODUCTION TO	02491 22
	THE LESSON AND SELECTED REFERENTS TO RELATE THE SUBJECT	02491 23
	MATTER TO THE STUDENTS, 2, AFTER SUBMITTING THE WRITTEN	02491 24
	STATEMENT AND TAPE, HE RECEIVES FEEDBACK FROM THE	02491 25
	INSTRUCTOR REGARDING THE IMPROVEMENT OF THIS PRACTICE	02491 26
	TEACHING EXPERIENCE,	02491 27
*SETTING	INDEPENDENT COLLEGE	02491 10
*MATERIALS	1. TAPE RECORDING EQUIPMENT IN A-V LABORATORY, 2, TAPES	02491 5
	FOR INDIVIDUAL STUDENT USAGE,	02491
*LEVEL	ALL GRADES	02491 8
*GENERAL	ALL CANDIDATES	02491 7
*HOURS	1	02491 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02491 34
*FILE	BLANK BEHAVIORAL STRATEGIES RELATING SUBJECT MATTER	02491 9

*OBJECTIVES	TO BE ABLE TO RELATE SUBJECT MATTER TO PUPILS' INTERESTS, NEEDS AND ABILITIES, PROVIDING REFERENTS AND/OR ASSOCIATIONS THAT LINK THE SUBJECT MATTER TO BEHAVIOR,	02492 24 02492 25 02492 26
*PREREQUISITE	MODULES 2481-2491	02492 27
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED 6-10 PUPILS FOR WHOM BACKGROUND DATA (ABILITY, AGE, INTERESTS, ETC.) HAS BEEN GIVEN IN ADVANCE OF THE MICRO-TEACHING SESSION. CONTENT AREA AND OBJECTIVES TO BE ACHIEVED IN THE SESSION ARE ALSO SPECIFIED. 2. THE TRAINEE IS TO ESTABLISH AN APPROPRIATE SETTING FOR A MICRO-TEACHING SITUATION IN WHICH POSSIBILITIES FOR GROUP INTERACTION ARE OPTIMAL. 3. HE IS THEN VIDEO-TAPED AS HE EXTEMPORANEOUSLY INTERACTS WITH THE PUPILS, MAKING AN INTRODUCTION TO THE SUBJECT MATTER AND THEN RELATING THIS SUBJECT MATTER TO THE PUPILS' NEEDS, INTERESTS, ABILITIES, ETC. 4. HE THEN VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE.	02492 11 02492 12 02492 13 02492 14 02492 15 02492 16 02492 17 02492 18 02492 19 02492 20 02492 21 02492 22 02492 23
*SETTING	SMALL GROUP (11-12 STUDENTS) SCHOOL	02492 10
*MATERIALS	1. SIX-TEN ELEMENTARY SCHOOL PUPILS WITH APPROPRIATE DATA. 2. MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL SETTING. 3. MICRO-TEACHING LABORATORY WITH VIDEO TAPE EQUIPMENT.	02492 5 02492 02492
*LEVEL	ALL GRADES	02492 8
*GENERAL	ALL CANDIDATES	02492 7
*HOURS	1/2	02492 6
*EVALUATION	INSTRUCTOR JUDGMENT.	02492 28
*FILE	MICRO-TEACHING BEHAVIORAL STRATEGIES RELATING SUBJECT MATTER.	02492 9 02492

*OBJECTIVES	1. TO BE ABLE TO MOTIVATE PUPILS ATTENDING BEHAVIORS, PROVIDING VARIETY, PLEASURE, DECISION, CONCERN AND RESPECT, CHALLENGE, ADVANCED ORGANIZERS, SUCCESSFUL TRIALS. 2. TO BE ABLE TO ANTICIPATE AND PLAN FOR METHODS TO MOTIVATE PUPILS ATTENDING BEHAVIOR.	02493 25 02493 26 02493 27 02493 28 02493 29
*PREREQUISITE	MODULE 2492	02493 30
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE THIS ASSIGNMENT INDEPENDENTLY: A. STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT. B. COMPOSE THE DIRECTIONS, TASKS, SEQUENCE, ETC. NECESSARY TO CARRY OUT THE TEACHING STRATEGY. C. SUGGEST SPECIFIC WAYS IN WHICH VARIETY, PLEASURE, DECISION, CONCERN AND RESPECT, CHALLENGE, ADVANCED ORGANIZERS AND SUCCESSFUL TRIALS COULD BE EMPLOYED TO MOTIVATE THE PUPILS ATTENDING BEHAVIORS. D. SELECT SPECIFIC MOTIVATORS, INCORPORATE THEM INTO YOUR LESSON PLAN AND RATIONALIZE THEIR INCLUSION. 2. THE TRAINEE WILL THEN RECEIVE FEEDBACK FROM THE INSTRUCTOR, PREFERABLY IN CONFERENCE, REGARDING THE IMPROVEMENT OF THIS TEACHING STRATEGY.	02493 11 02493 12 02493 13 02493 14 02493 15 02493 16 02493 17 02493 18 02493 19 02493 20 02493 21 02493 22 02493 23 02493 24
*SETTING	INDEPENDENT COLLEGE	02493 10
*MATERIALS	BLANK	02493 5
*LEVEL	ALL GRADES	02493 8
*GENERAL	ALL CANDIDATES	02493 7
*HOURS	1	02493 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02493 31
*FILE	BLANK BEHAVIORAL STRATEGIES MOTIVATING PUPILS.	02493 9

*OBJECTIVES	TO BE ABLE TO MOTIVATE PUPILS ATTENDING BEHAVIORS, PROVIDING VARIETY, PLEASURE, DECISION, CONCERN AND	02494 27 02494 28
-------------	---	----------------------

	RESPECT, CHALLENGE, ADVANCED ORGANIZERS, SUCCESSFUL TRIALS,	02494 29
*PREREQUISITE	2493	02494 30
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED THE SAME GROUP OF 6-10 ELEMENTARY SCHOOL PUPILS AS IN MODULE 2492, THUS BACKGROUND DATA AND INDIVIDUAL NEEDS, INTERESTS AND ABILITY ARE KNOWN IN ADVANCE, A NEW CONTENT AREA AND NEW OBJECTIVES ARE SPECIFIED BY THE INSTRUCTOR FOR THIS SESSION, 2. THE TRAINEE IS TO RE-ESTABLISH AN APPROPRIATE SETTING FOR GROUP INTERACTION WITH THESE PUPILS, UTILIZING THE FEEDBACK PROVIDED IN MODULE 2492, 3. HE IS THEN VIDEO-TAPED AS HE EXTEMPORANEOUSLY INTERACTS WITH THE PUPILS, WITH PARTICULAR ATTENTION TO MOTIVATING THE PUPILS' ATTENDING BEHAVIORS E.G., PROVIDING VARIETY, PLEASURE, DECISION, CONCERN AND RESPECT, CHALLENGE, ADVANCED ORGANIZERS, SUCCESSFUL TRIALS, 4. HE AND THE INSTRUCTOR THEN VIEW THE TAPE, UTILIZING THE INFLUENCE TECHNIQUES INSTRUMENT DEVELOPED BY DR. JUDITH HENDERSON AS A REFERENT AND CHECKLIST,	02494 31 02494 11 02494 12 02494 13 02494 14 02494 15 02494 16 02494 17 02494 18 02494 19 02494 20 02494 21 02494 22 02494 23 02494 24 02494 25 02494 26
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02494 10
*MATERIALS	1. MIMEOGRAPHED INSTRUCTIONAL SITUATIONS, 2. SIX-TEN ELEMENTARY PUPILS WITH BACKGROUND DATA FROM MOD. 24, 3. MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT, 4. COPIES OF INFLUENCE TECHNIQUES INSTRUMENT,	02494 5 02494 02494 02494
*LEVEL	ALL GRADES	02494 8
*GENERAL	ALL CANDIDATES	02494 7
*HOURS	1 1/2	02494 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02494 32
*FILE	MICRO-TEACHING BEHAVIORAL STRATEGIES MOTIVATING PUPILS	02494 9
*OBJECTIVES	1. TO BE ABLE TO EXPLAIN SUBJECT MATTER TO PUPILS, INTERPRETING TERMS, MEANINGS AND MOTIVES IN LANGUAGE THAT READILY COMMUNICATES TO THE PUPILS, 2. TO BE ABLE TO ANTICIPATE THE NEED FOR AND UTILIZE EXPLANATIONS OF SUBJECT MATTER THAT READILY COMMUNICATES TO THE PUPILS,	02495 27 02495 28 02495 29 02495 30 02495 31
*PREREQUISITE	2494	02495 32
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE THIS ASSIGNMENT INDEPENDENTLY: A. STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS CONTENT AREA, OBJECTIVES AND ENVIRONMENT, B. COMPOSE THE DIRECTIONS, TASKS, SEQUENCE, ETC., NECESSARY TO CARRY OUT THE TEACHING STRATEGY, C. SUGGEST WAYS IN WHICH THE SUBJECT MATTER CAN BE EXPLAINED TO THE PUPILS, INTERPRETING TERMS, MEANINGS, MOTIVES, IN LANGUAGE THAT READILY COMMUNICATES TO YOUR PARTICULAR GROUP OF STUDENTS, D. TAPE RECORD, IN AN A-V LABORATORY, THE INTRODUCTION TO THE LESSON AND THE ENSUING STRATEGY, INTERPRETING TERMS, MEANING AND MOTIVES IN LANGUAGE THAT READILY COMMUNICATES TO THE PUPILS, 2. AFTER SUBMITTING THE WRITTEN STATEMENT AND THE TAPE, THE TRAINEE RECEIVES FEEDBACK FROM THE INSTRUCTOR REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02495 11 02495 12 02495 13 02495 14 02495 15 02495 16 02495 17 02495 18 02495 19 02495 20 02495 21 02495 22 02495 23 02495 24 02495 25 02495 26
*SETTING	INDEPENDENT, COLLEGE	02495 10
*MATERIALS	1. TAPE RECORDER IN A-V LABORATORY, 2. TAPES FOR INDIVIDUAL STUDENT USAGE,	02495 5 02495
*LEVEL	ALL GRADES	02495 8
*GENERAL	ALL CANDIDATES	02495 7
*HOURS	1 1/2	02495 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02495 33
*FILE	BLANK BEHAVIORAL STRATEGIES EXPLAINING SUBJECT MATTER	02495 9

*OBJECTIVES	TO BE ABLE TO EXPLAIN SUBJECT MATTER TO PUPILS, INTERPRETING TERMS, MEANINGS AND MOTIVES IN LANGUAGE THAT READILY COMMUNICATES TO THE PUPILS,	02496 26 02496 27 02496 28 02496 29
*PREREQUISITE	MODULE 2495	02496 29
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A NEW GROUP OF 6-10 ELEMENTARY SCHOOL PUPILS FOR WHOM BACKGROUND DATA HAS BEEN GIVEN IN ADVANCE OF THE MICRO-TEACHING SESSION, CONTENT AREA AND OBJECTIVES TO BE ACHIEVED IN THE SESSION ARE ALSO TO SPECIFIED BY THE INSTRUCTOR, 2. THE TRAINEE IS TO ESTABLISH AN APPROPRIATE SETTING FOR A MICRO-TEACHING SITUATION IN WHICH POSSIBILITIES FOR GROUP INTERACTION ARE OPTIMAL, 3. HE IS THEN TAPED AS HE EXTEMPORANEOUSLY INTERACTS WITH THE PUPILS, MAKING AN INTRODUCTION AND THEN COMPLETING THE STRATEGY WITH PARTICULAR ATTENTION TO EXPLAINING THE SUBJECT MATTER TO THE PUPILS IN LANGUAGE THAT READILY COMMUNICATES TO THE PUPILS, 4. HE THEN VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02496 11 02496 12 02496 13 02496 14 02496 15 02496 16 02496 17 02496 18 02496 19 02496 20 02496 21 02496 22 02496 23 02496 24 02496 25
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02496 10
*MATERIALS	1. SIX-TEN ELEMENTARY SCHOOL PUPILS WITH APPROPRIATE BACKGROUND DATA 2. MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL SETTINGS, 3. MICRO-TEACHING LABORATORY WITH VIDEO TAPE EQUIPMENT,	02496 5 02496 02496
*LEVEL	ALL GRADES	02496 8
*GENERAL	ALL CANDIDATES	02496 7
*HOURS	1	02496 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02496 30
*FILE	MICRO-TEACHING BEHAVIORAL STRATEGIES EXPLAINING SUBJECT MATTER	02496 9 02496

*OBJECTIVES	1. TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT MATTER TO THE PUPILS BY PROVIDING RELEVANT EXAMPLES, 2. TO BE ABLE TO ANTICIPATE THE NEED FOR AND UTILIZE RELEVANT EXAMPLES TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT MATTER,	02497 29 02497 30 02497 31 02497 32
*PREREQUISITE	MODULE 2496	02497 33
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE THE FOLLOWING ASSIGNMENT INDEPENDENTLY: A. STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENTS, B. COMPOSE THE DIRECTIONS, TASKS, SEQUENCE, ETC., NECESSARY TO CARRY OUT THE TEACHING STRATEGY, C. SUGGEST WAYS IN WHICH RELEVANT EXAMPLES CAN BE PROVIDED TO ILLUSTRATE AND/OR DEMONSTRATE THE SUBJECT MATTER TO THE PUPILS, D. TAPE RECORD, IN AN A-V LABORATORY, THE INTRODUCTION TO THE LESSON AND THE ENSUING STRATEGY, WITH PARTICULAR ATTENTION TO THE ILLUSTRATIONS AND/OR DEMONSTRATIONS OF RELEVANT EXAMPLES, 2. AFTER SUBMITTING THE WRITTEN STATEMENT AND THE TAPE, THE TRAINEE RECEIVES FEEDBACK FROM THE INSTRUCTOR REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02497 11 02497 12 02497 13 02497 14 02497 15 02497 16 02497 17 02497 18 02497 19 02497 20 02497 21 02497 22 02497 23 02497 24 02497 28 02497 10
*SETTING	INDEPENDENT COLLEGE	02497 10
*MATERIALS	1. TAPE RECORDER IN A-V LABORATORY, 2. TAPES FOR INDIVIDUAL STUDENT USAGE,	02497 5 02497
*LEVEL	ALL GRADES	02497 8
*GENERAL	ALL CANDIDATES	02497 7
*HOURS	1 1/2	02497 6
*EVALUATION	INSTRUCTORS JUDGMENT,	02497 34
*FILE	BLANK BEHAVIORAL STRATEGIES RELATING SUBJECT MATTER	02497 9

*OBJECTIVES	TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE	02498 25
	EXTEMPORANEOUSLY SUBJECT MATTER TO THE PUPILS BY	02498 26
	PROVIDING RELEVANT EXAMPLES,	02498 27
*PREREQUISITE	MODULE 2497	02498 28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A GROUP OF 6-10 ELEMENTARY	02498 11
	SCHOOL PUPILS SAME AS MODL, 2496+ FOR WHOM BACKGROUND	02498 12
	DATA HAS BEEN GIVEN IN ADVANCE OF THE MICRO-TEACHING	02498 13
	SESSION, CONTENT AREA AND OBJECTIVES TO BE ACHIEVED IN	02498 14
	THE SESSION ARE ALSO SPECIFIED BY THE INSTRUCTOR, 2. THE	02498 15
	TRAINEE IS TO ESTABLISH AN APPROPRIATE SETTING FOR A	02498 16
	MICRO-TEACHING SITUATION IN WHICH POSSIBILITIES FOR GROUP	02498 17
	INTERACTION ARE OPTIMAL, 3. HE IS THEN TAPED AS HE	02498 18
	EXTEMPORANEOUSLY INTERACTS WITH THE PUPILS, MAKING AN	02498 19
	INTRODUCTION TO THE SUBJECT MATTER AND THEN ILLUSTRATING	02498 20
	AND/OR DEMONSTRATING THE SUBJECT MATTER TO THE PUPILS BY	02498 21
	PROVIDING RELEVANT EXAMPLES, 4. HE THEN VIEWS THE TAPE	02498 22
	WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE	02498 23
	IMPROVEMENT OF THIS PRACTICE EXPERIENCE,	02498 24
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHOOL	02498 10
*MATERIALS	1. SIX-TEN ELEMENTARY SCHOOL PUPILS WITH APPROPRIATE	02498 5
	BACKGROUND DATA, 2. MIMEOGRAPHED HYPOTHETICAL	02498
	INSTRUCTIONAL SETTING 3. MICRO-TEACHING LABORATORY WITH	02498
	VIDEO-TAPE EQUIPMENT,	02498
*LEVEL	ALL GRADES	02498 8
*GENERAL	ALL CANDIDATES	02498 7
*HOURS	1/2	02498 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02498 29
*FILE	MICRO-TEACHING BEHAVIORAL STRATEGIES RELATING SUBJECT	02498 9
	MATTER	02498

*OBJECTIVES	1. TO BE ABLE TO ILLUSTRATE AND/OR DEMONSTRATE SUBJECT	02499 20
	MATTER TO PUPILS BY EXTEMPORANEOUSLY PROVIDING RELEVANT	02499 21
	EXAMPLES,	02499 22
*PREREQUISITE	2498	02499 23
*EXPERIENCE	1. THE TRAINEE WILL VIEW VIDEO-TAPED EPISODES OF STUDENTS	02499 11
	ASKING QUESTIONS WHICH REQUIRE ILLUSTRATIONS AND/OR	02499 12
	DEMONSTRATIONS OF SUBJECT MATTER, 2. THE TRAINEE WILL	02499 13
	EXTEMPORANEOUSLY RESPOND TO THE QUESTIONS IN A TAPE-	02499 14
	RECORDER, PROVIDING RELEVANT EXAMPLES TO ILLUSTRATE AND/OR	02499 15
	DEMONSTRATE THE SUBJECT MATTER TO THE PUPILS, 3. THE	02499 16
	INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS TAPED	02499 17
	PRACTICE TEACHING EPISODE, THE EVALUATION WILL BE BASED	02499 18
	UPON THE CREATIVE OF RELEVANT EXAMPLES,	02499 19
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02499 10
*MATERIALS	1. VIDEO-TAPED EPISODES OF STUDENTS ASKING QUESTIONS	02499 5
	WHICH REQUIRE THE EXPLANATION OF RELEVANT EXAMPLES TO	02499
	DEMONSTRATE OR ILLUSTRATE, 2. TAPE EQUIPMENT,	02499
*LEVEL	ALL GRADES	02499 8
*GENERAL	ALL CANDIDATES	02499 7
*HOURS	1/2	02499 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02499 24
*FILE	BLANK BEHAVIORAL STRATEGIES ILLUSTRATING SUBJECT MATTER	02499 9

*OBJECTIVES	1. TO BE ABLE TO QUESTION PUPILS REGARDING SUBJECT	02500 23
	MATTER, PROVIDING VERBAL STIMULI TO INITIATE DESIRED PUPIL	02500 24
	RESPONSE, 2. TO BE ABLE TO ANTICIPATE THE NECESSITY FOR	02500 25

	A STRATEGY OF QUESTIONING REGARDING SUBJECT MATTER,	02500	26
	3. TO BE ABLE TO CONSIDER ALTERNATIVE QUESTIONING STRATEGIES,	02500	27
*PREREQUISITE	2499	02500	28
*EXPERIENCE	1. THE STUDENT WILL PREPARE THE FOLLOWING ASSIGNMENT INDEPENDENTLY: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, B, INDICATE THE ASSIGNMENTS, TASKS AND SEQUENCE NECESSARY TO ACCOMPLISH THE STATED OBJECTIVES, C, DESIGN A STRATEGY OF QUESTIONING THE PUPILS REGARDING THE SUBJECT MATTER, PROVIDING VERBAL STIMULI TO INITIATE DESIRED PUPIL RESPONSE, D, PROPOSE AN ALTERNATIVE STRATEGY THAT COULD ALSO ACCOMPLISH THE STATED OBJECTIVES SHOULD THE NEED FOR AN ALTERNATIVE ARISE, 2, THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS PRACTICE TEACHING EXERCISE,	02500	29
	INDEPENDENT COLLEGE	02500	11
*SETTING	BLANK	02500	12
*MATERIALS		02500	13
*LEVEL	ALL GRADES	02500	14
*GENERAL	ALL CANDIDATES	02500	15
*HOURS	1/2	02500	16
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02500	17
*FILE	BLANK BEHAVIORAL STRATEGIES QUESTIONING	02500	18
		02500	19
		02500	20
		02500	21
		02500	22
		02500	10
		02500	5
		02500	8
		02500	7
		02500	6
		02500	30
		02500	9

*OBJECTIVES	TO BE ABLE TO QUESTION PUPILS REGARDING SUBJECT MATTER, PROVIDING VERBAL STIMULI TO INITIATE DESIRED PUPIL RESPONSE,	02501	25
		02501	26
		02501	27
*PREREQUISITE	MODULE 2500	02501	28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED SIX-TEN ELEMENTARY SCHOOL PUPILS FOR WHOM BACKGROUND DATA HAS BEEN GIVEN IN ADVANCE OF THE CLASS SESSION, CONTENT AREA AND OBJECTIVES FOR A MICRO-TEACHING EPISODE ARE ALSO SPECIFIED BY THE INSTRUCTOR, HE IS TO CONSIDER ASSIGNMENTS AND QUESTIONING STRATEGY TO ACHIEVE OBJECTIVE 2, THE TRAINEE IS TO ESTABLISH AN APPROPRIATE SETTING FOR A MICRO-TEACHING SITUATION IN WHICH GROUP INTERACTION IS OPTIMAL, 3, HE IS THEN VIDEO-TAPED AS HE INTERACTS WITH THE PUPILS, QUESTIONING THEM REGARDING SUBJECT MATTER AND PROVIDING VERBAL STIMULI TO INITIATE THE DESIRED PUPIL RESPONSES, 4, THE TRAINEE AND THE INSTRUCTOR VIEW THE TAPE AND HE RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02501	11
		02501	12
		02501	13
		02501	14
		02501	15
		02501	16
		02501	17
		02501	18
		02501	19
		02501	20
		02501	21
		02501	22
		02501	23
		02501	24
SETTING	SMALL GROUP 21-12 STUDENTS SCHOOL	02501	10
*MATERIALS	1. SIX-TEN PUPILS WITH APPROPRIATE BACKGROUND DATA,	02501	5
	2. MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL SITUATIONS,	02501	
	3. MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT,	02501	
*LEVEL	ALL GRADES	02501	8
*GENERAL	ALL CANDIDATES	02501	7
*HOURS	1	02501	6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02501	29
*FILE	MICRO-TEACHING BEHAVIORAL STRATEGIES QUESTIONING	02501	9

*OBJECTIVES	1. TO BE ABLE TO ACKNOWLEDGE PUPIL CONTRIBUTIONS BY RESPONDING TO ANSWERS AND SUGGESTIONS, 2. TO BE ABLE TO ANTICIPATE THE NEED TO ACKNOWLEDGE PUPIL CONTRIBUTIONS,	02502	22
		02502	23
		02502	24
*PREREQUISITE	2500	02502	25
*EXPERIENCE	1. THE STUDENT WILL PREPARE THE FOLLOWING ASSIGNMENT INDEPENDENTLY: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTIC CONTENT	02502	11
		02502	12
		02502	13

	AREA, OBJECTIVES AND ENVIRONMENT, B. INDICATE THE ASSIGNMENTS, TASKS AND SEQUENCE NECESSARY TO ACCOMPLISH THE STATED OBJECTIVES, C. SUGGEST WAYS IN WHICH THE PUPILS MIGHT ANSWER QUESTIONS AND/OR MAKE SUGGESTIONS, D. INDICATE HOW YOU WOULD ACKNOWLEDGE THESE PUPIL CONTRIBUTIONS, 2. THE TRAINEE WILL RECEIVE FEEDBACK CONCERNING THE IMPROVEMENT OF THIS EXERCISE DURING AND INSTRUCTOR-TRAINEE CONFERENCE.	02502 14
*SETTING	INDEPENDENT COLLEGE	02502 15
*MATERIALS	BLANK	02502 16
*LEVEL	ALL GRADES	02502 17
*GENERAL	ALL CANDIDATES	02502 18
*HOURS	1.	02502 19
*EVALUATION	INSTRUCTOR JUDGMENT,	02502 20
*FILE	BLANK BEHAVIORAL STRATEGIES ACKNOWLEDGING PUPILS.	02502 21
*OBJECTIVES	1. TO BE ABLE TO ACKNOWLEDGE PUPIL CONTRIBUTIONS EXTEMPORANEOUSLY BY RESPONDING TO PUPILS ANSWERS AND SUGGESTIONS.	02503 19
*PREREQUISITE	2502	02503 20
*EXPERIENCE	1. THE TRAINEE WILL VIEW TAPED EPISODES OF STUDENTS PROVIDING ANSWERS AND MAKING SUGGESTIONS WHICH REQUIRE ACKNOWLEDGEMENT, 2. THE TRAINEE WILL EXTEMPORANEOUSLY RESPOND TO THE ANSWERS AND SUGGESTIONS ON TAPE, 3. THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS TAPED PRACTICE TEACHING EPISODE, THE EVALUATION WILL BE BASED UPON THE THOUGHTFUL AND CONSTRUCTIVE ACKNOWLEDGEMENT OF THE PUPILS CONTRIBUTIONS.	02503 21
		02503 22
*SETTING	SMALL GROUP 21-42 STUDENTS, COLLEGE	02503 11
*MATERIALS	1. VIDEO-TAPED EPISODES OF STUDENTS ANSWERING QUESTIONS AND MAKING SUGGESTIONS WHICH REQUIRE ACKNOWLEDGEMENT, 2. AUDIO AND VIDEO TAPE EQUIPMENT IN MICRO-TEACHING-TEACHING OR A-V LAB.	02503 12
		02503 13
*LEVEL	ALL GRADES	02503 14
*GENERAL	ALL CANDIDATES	02503 15
*HOURS	1/2	02503 16
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02503 17
*FILE	BLANK BEHAVIORAL STRATEGIES ACKNOWLEDGING PUPILS,	02503 18
*OBJECTIVES	1. TO BE ABLE TO DESIGN AN ADEQUATE EVALUATION TECHNIQUE ASSESSING PUPIL GRASP OF CONTENT,	02504 19
*PREREQUISITE	1. A COURSE IN EDUCATIONAL TESTING,	02504 20
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING: A. STRUCTURE A HYPOTHETICAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES, AND ENVIRONMENT, B. SPECIFY TECHNIQUES, OTHER THAN WRITTEN TESTS, FOR ASSESSING PUPIL GRASP OF CONTENT, C. EXPLAIN SPECIFICALLY HOW HE WOULD CARRY OUT ONE SUCH TECHNIQUE, D. THE INSTRUCTOR EVALUATES THE TRAINEES WRITTEN WORK AND PROVIDES FEEDBACK TO TRAINEE,	02504 21
		02504 11
		02504 12
		02504 13
		02504 14
		02504 15
		02504 16
		02504 17
*SETTING	INDEPENDENT COLLEGE	02504 18
*MATERIALS	NONE	02504 10
*LEVEL	ALL GRADES	02504 5
*GENERAL	ALL CANDIDATES	02504 8
*HOURS	1	02504 7
*EVALUATION	INSTRUCTOR JUDGMENT,	02504 6
*FILE	BLANK EVALUATION NON-TEST	02504 22
		02504 9

*OBJECTIVES	1. TO ENABLE THE TRAINEE TO DESIGN AND IMPLEMENT AN ADEQUATE EVALUATION PROCEDURE FOR ASSESSING PUPIL GRASP OF CONTENT,	02505 20 02505 21 02505 22
*PREREQUISITE	2504	02505 23
EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO A REAL INSTRUCTIONAL SITUATION FOR ONE CLASS PERIOD A DAY UNDER ONE TEACHER FOR A PERIOD OF ONE MONTH. 2. IT IS THE TASK OF THE TRAINEE TO DEVELOP A TECHNIQUE TO MEASURE THE PUPILS GRASP OF THE CONTENT PRESENTED DURING THE TRAINEES PERIOD OF OBSERVATION. 3. THE TRAINEE IMPLEMENTS THE EVALUATION TECHNIQUE 2NOT A WRITTEN TEST UNDER THE SUPERVISION OF THE TEACHER. 4. THE TEACHER PROVIDES THE TRAINEE WITH FEEDBACK,	02505 11 02505 12 02505 13 02505 14 02505 15 02505 16 02505 17 02505 18 02505 19
*SETTING	INDEPENDENT SCHOOL	02505 10
*MATERIALS	BLANK	02505 5
*LEVEL	ALL GRADES	02505 8
*GENERAL	ALL CANDIDATES	02505 7
*HOURS	30	02505 6
*EVALUATION	TEACHER JUDGMENT,	02505 24
*FILE	BLANK EVALUATION TESTING	02505 9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO EVALUATE CONTENT UNITS ON THE BASIS OF THEIR LOGIC AND SEQUENCE OF CONSTRUCTION AS WELL AS THEIR PEDAGOGICAL SOUNDNESS, 2. TO TRAIN THE TRAINEE TO DEVELOP AND SEQUENCE CONTENT UNITS,	02506 23 02506 24 02506 25 02506 26
*PREREQUISITE	NONE	02506 27
*EXPERIENCE	1. THE TRAINEE, IN WRITING: A. STRUCTURE A HYPOTHETICAL SITUATION BY SPECIFYING THE CHARACTERISTICS OF LEARNERS, CONTENT AREA, OBJECTIVES, AND ENVIRONMENT, B. DEVELOP AND SEQUENCE CONTENT UNITS FOR USE IN THIS HYPOTHETICAL SITUATION, C. DEVELOP A STATEMENT OF THE LOGIC AND PEDAGOGICAL SOUNDNESS OF THE INSTRUCTIONAL DESIGN OF THE AFOREMENTIONS SEQUENCE OF CONTENT UNITS, 2. THE INSTRUCTOR AND THE CLASS OF TRAINEES WILL THEN EVALUATE THE WORK OF EACH TRAINEE IN TERMS OF THE PEDAGOGICAL SOUNDNESS OF EACH DESIGN, FEEDBACK WILL BE PROVIDED TO EACH TRAINEE BY HIS CLASSMATES UNDER THE DIRECTION OF THE INSTRUCTOR,	02506 11 02506 12 02506 13 02506 14 02506 15 02506 16 02506 17 02506 18 02506 19 02506 20 02506 21 02506 22
*SETTING	INDEPENDENT SMALL GROUP 21-12 STUDENTS, COLLEGE	02506 10
*MATERIALS	1. OVERHEAD PROJECTOR,	02506 5
*LEVEL	ALL GRADES	02506 8
*GENERAL	ALL CANDIDATES	02506 7
*HOURS	15	02506 6
*EVALUATION	INSTRUCTOR AND PEER JUDGMENT,	02506 28
*FILE	BLANK EVALUATION CONTENT	02506 9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO EVALUATE INSTRUCTIONAL UNITS ON THE BASIS OF THEIR LOGIC AND SEQUENCE OF CONSTRUCTION AS WELL AS THEIR PEDAGOGICAL SOUNDNESS,	02507 19 02507 20 02507 21 02507 22
*PREREQUISITE	2506	02507 22
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL SITUATION SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, 2. THE INSTRUCTOR SUPPLIES A SERIES OF CONTENT UNITS WHICH MAY OR MAY NOT BE IN A LOGICAL SEQUENCE, 3. THE TRAINEE EVALUATES THE CONTENT UNITS AND TURNS HIS WRITTEN EVALUATION INTO THE INSTRUCTOR, 4. THE INSTRUCTOR EVALUATES THE TRAINEES EVALUATION AND PROVIDES FEEDBACK,	02507 11 02507 12 02507 13 02507 14 02507 15 02507 16 02507 17 02507 18
*SETTING	INDEPENDENT COLLEGE	02507 10

*MATERIALS	NONE	02507	5
*LEVEL	ALL GRADES	02507	8
*GENERAL	ALL CANDIDATES	02507	7
*HOURS	2	02507	6
*EVALUATION	INSTRUCTOR JUDGMENT,	02507	23
*FILE	BLANK EVALUATION CONTENT	02507	9

*OBJECTIVES	1. TO BE ABLE TO GIVE APPROPRIATE FEEDBACK, 2. TO BE ABLE TO ANTICIPATE PUPIL REACTION TO FEEDBACK,	02508	22
		02508	23
*PREREQUISITE	NONE	02508	24
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING, A, STRUCTURE A HYPOTHETICAL SITUATION BY SPECIFYING THE CHARACTERISTICS OF A SINGLE LEARNER, THE ENVIRONMENTAL SITUATION, AND THE POSITIVE OR NEGATIVE NATURE OF FEEDBACK WHICH WILL BE GIVEN TO THE HYPOTHETICAL PUPIL, B, ANTICIPATE PUPIL REACTION TO THE FEEDBACK, C, INDICATE FEASIBLE METHODS OF PROVIDING THE FEEDBACK WITHOUT ELICITING UNNECESSARY EMOTIONAL REACTIONS ON THE PART OF THE PUPILS, 2. THE INSTRUCTOR AND THE TRAINEE WILL THEN CONFER CONCERNING THE APPROPRIATENESS OF THE TRAINEES METHODS FOR PROVIDING FEEDBACK,	02508	11
		02508	12
		02508	13
		02508	14
		02508	15
		02508	16
		02508	17
		02508	18
		02508	19
		02508	20
		02508	21
*SETTING	INDEPENDENT COLLEGE	02508	10
*MATERIALS	NONE	02508	5
*LEVEL	ALL GRADES	02508	8
*GENERAL	ALL CANDIDATES	02508	7
*HOURS	1/2	02508	6
*EVALUATION	INSYRUCTOR JUDGMENT,	02508	25
*FILE	BLANK FEEDBACK BLANK	02508	9

*OBJECTIVES	1. TO BE ABLE TO GIVE APPROPRIATE FEEDBACK, 2. TO BE ABLE TO ANTICIPATE PUPIL REACTION TO FEEDBACK AND REACT TO IT,	02509	20
		02509	21
*PREREQUISITE	MODULE 2508	02509	22
		02509	23
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL INSTRUCTIONAL SITUATION IN WHICH THE CHARACTERISTICS OF A SINGLE LEARNER, THE ENVIRONMENTAL SITUATION, AND THE POSITIVE OR NEGATIVE NATURE OF FEEDBACK IS SPECIFIED, 2. TRAINEE FACES AN ACTOR TRAINED TO PORTRAY CERTAIN REACTIONS TO THE FEEDBACK, TRAINEE MUST REACT TO THESE REACTIONS, THE EPISODE IS VIDEO-TAPED, 3. THE TRAINEE VIEWS THE TAPE IN THE COMPANY OF THE INSTRUCTOR AND RECEIVES FEEDBACK,	02509	11
		02509	12
		02509	13
		02509	14
		02509	15
		02509	16
		02509	17
		02509	18
		02509	19
		02509	10
*SETTING	INDEPENDENT COLLEGE	02509	5
*MATERIALS	1. VIDEO TAPE EQUIPMENT, 2. PROFESSIONAL ACTOR,	02509	8
*LEVEL	ALL GRADES	02509	7
*GENERAL	ALL CANDIDATES	02509	6
*HOURS	1	02509	24
*EVALUATION	INDSTUCTOR JUDGMENT		
*FILE	BLANK FEEDBACK BLANK	02509	9

*OBJECTIVES	1. TO DEMONSTRATE THE ABILITY TO BRING RELEVANT PSYCHOLOGICAL PRINCIPLES TO BEAR IN CONFRONTING PROBLEMS OF DEVIANT BEHAVIOR,	02510	22
		02510	23
		02510	24
*PREREQUISITE	1. A KNOWLEDGE OF EDUCATIONAL PSYCHOLOGY,	02510	25
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING, A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,	02510	11
		02510	12
		02510	13

	B, SUGGEST DEVIANT BEHAVIORAL REACTIONS ON THE PART OF PUPILS THAT MIGHT OCCUR IN THIS SITUATION, C, INDICATE PSYCHOLOGICAL PRINCIPLES THAT MIGHT PROVE USEFUL AS GUIDES IN READING TO THE HYPOTHETICAL SITUATION, D, SPECIFY HOW HE WOULD REACT TO THE HYPOTHETICAL SITUATION, 2, THE INSTRUCTOR AND THE TRAINEE WILL THEN CONFER CONCERNING THE APPROPRIATENESS OF THE TRAINEES REACTIONS, FEEDBACK WILL BE PROVIDED, INDEPENDENT COLLEGE	02510 14 02510 15 02510 16 02510 17 02510 18 02510 19 02510 20 02510 21 02510 10
*SETTING	NONE	02510 5
*MATERIALS	ALL GRADES	02510 8
*LEVEL	ALL CANDIDATES	02510 7
*GENERAL	1/2	02510 6
*HOURS	INSTRUCTOR JUDGMENT,	02510 26
*EVALUATION	BLANK DISCIPLINE BLANK	02510 9
*FILE		
*OBJECTIVES	TO EFFECTIVELY HANDLE OFFENDERS OF MAINTAINING AN ORDERLY CLASSROOM,	02511 22 02511 23
*PREREQUISITE	1. KNOWLEDGE OF PROCEDURES FOR CHANGING UNDESIRABLE BEHAVIOR TO DESIRED BEHAVIOR,	02511 24 02511 25
EXPERIENCE	THE TRAINEE WILL STRUCTURE A HYPOTHETICAL CLASSROOM SITUATION BY SPECIFYING LEARNER CHARACTERISTICS 2E.G., AGE, ABILITY, BACKGROUND, THE TRAINEES FELLOW STUDENTS WILL ROLE-PLAY THE PUPILS IN THE HYPOTHETICAL SITUATION, THE TRAINEE WILL ASK SEVERAL OF THE STUDENTS TO PLAY THE ROLE OF DISCIPLINE PROBLEM CHILDREN, THE TRAINEE WILL ROLE PLAY THE TEACHER AND DEMONSTRATE HOW HE WOULD HANDLE EACH OFFENDER IN ORDER TO CHANGE THE OFFENDERS UNACCEPTABLE BEHAVIOR INTO THE DESIRED BEHAVIOR, THE TRAINEE WILL RECEIVE FEEDBACK ON HIS TECHNIQUES FROM HIS FELLOW STUDENTS AS WELL AS FROM THE INSTRUCTOR,	02511 11 02511 12 02511 13 02511 14 02511 15 02511 16 02511 17 02511 18 02511 19 02511 20 02511 21
*SETTING	LARGE GROUP COLLEGE	02511 10
*MATERIALS	NONE	02511 5
*LEVEL	ALL GRADES	02511 8
*GENERAL	ALL CANDIDATES	02511 7
*HOURS	1/2	02511 6
*EVALUATION	INSTRUCTORS AND FELLOW STUDENTS JUDGMENTS,	02511 26
*FILE	DISCIPLINE ROLE-PLAY OFFENDERS	02511 9
*OBJECTIVES	1. TO BRING RELEVANT PSYCHOLOGICAL PRINCIPLES TO BEAR IN CONFRONTING PROBLEMS OF DEVIANT BEHAVIOR,	02512 20 02512 21
*PREREQUISITE	1211	02512 22
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL INSTRUCTIONAL SITUATION SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, 2. INSTRUCTOR SPECIFIES THE AMOUNT AND EXTENT OF DEVIANT BEHAVIOR IN THE HYPOTHETICAL CLASSROOM, 3. THE TRAINEE THEN ACTS OUT ON VIDEO TAPE HIS REACTIONS TO AND TREATMENT OF THE DEVIANT BEHAVIOR, 4. THE TRAINEE VIEWS THE TAPE IN THE COMPANY OF THE INSTRUCTOR AND RECEIVES APPROPRIATE FEEDBACK,	02512 11 02512 12 02512 13 02512 14 02512 15 02512 16 02512 17 02512 18 02512 19
*SETTING	INDEPENDENT COLLEGE	02512 10
*MATERIALS	1. VIDEO TAPE EQUIPMENT,	02512 5
*LEVEL	ALL GRADES	02512 8
*GENERAL	ALL CANDIDATES	02512 7
*HOURS	1	02512 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02512 23
*FILE	BLANK DISCIPLINE BLANK	02512 9
*OBJECTIVES	1. TO DIAGNOSE PROBLEM BEHAVIOR, 2. TO PRESCRIBE PROCEDURE FOR HANDLING PROBLEM BEHAVIOR, 3. TO TELL HOW PROBLEMS MIGHT BE AVOIDED IN THE FUTURE,	02513 19 02513 20 02513 21
*PREREQUISITE	NONE	02513 22
*EXPERIENCE	THE TRAINEE WILL BE GIVEN A SERIES OF HYPOTHETICAL SITUATIONS IN WHICH ONE OR MORE PUPILS ARE ENGAGED IN UNDESIRABLE BEHAVIOR. THE LEARNER CHARACTERISTICS 2E.G.,	02513 11 02513 12 02513 13

	AGE, BACKGROUND, ABILITY ETC. WILL BE SPECIFIED, THE	02513 14
	TRAINEE WILL DIAGNOSE THE PROBLEM, PRESCRIBE THE	02513 15
	APPROPRIATE PROCEDURE FOR HANDLING THE PROBLEM, AND THEN	02513 16
	TELL HOW THE SITUATION MIGHT BE AVOIDED IN THE FUTURE,	02513 17
	THE TRAINEE WILL RECEIVE FEEDBACK FROM THE INSTRUCTOR,	02513 18
*SETTING	INDEPENDENT COLLEGE	02513 10
*MATERIALS	1. HYPOTHETICAL SITUATIONS,	02513 5
*LEVEL	ALL GRADES	02513 8
*GENERAL	ALL CANDIDATES	02513 7
*HOURS	1	02513 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02513 23
*FILE	UNDESIRABLE BEHAVIOR DIAGNOSE BLANK	02513 9

*OBJECTIVES	1. TO BE ABLE TO DEVISE AN ASSIGNMENT THAT IS RELEVANT TO	02514 22
	THE GROUP, CONTENT AREA, AND OBJECTIVES WITH WHICH THE	02514 23
	TRAINEE IS ASSOCIATED,	02514 24
*PREREQUISITE	NONE	02514 25
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING: A, STRUCTURE A	02514 11
	HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING	02514 12
	LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND	02514 13
	ENVIRONMENT, B, COMPOSE A RELEVANT ASSIGNMENT,	02514 14
	ENCOMPASSING EXACT DIRECTIONS RELATIVE TO PUPIL	02514 15
	PERFORMANCE AND SETTING FORTH EXPLICIT EXPECTATIONS,	02514 16
	C, SUBMIT ASSIGNMENT TO FIVE OTHER STUDENTS FOR EVALUATION	02514 17
	IN TERMS OF CLARITY, RELEVANCE, ETC, REVISE ON THE BASIS	02514 18
	OF RECOMMENDATIONS OF CLASSMATES, 2, THE INSTRUCTOR	02514 19
	AND TRAINEE WILL THEN CONFER REGARDING CLARITY, RELEVANCE,	02514 20
	ETC., AND FEEDBACK WILL BE PROVIDED,	02514 21
*SETTING	INDEPENDENT COLLEGE	02514 10
*MATERIALS	NONE	02514 5
*LEVEL	ALL GRADES	02514 8
*GENERAL	ALL CANDIDATES	02514 7
*HOURS	1/2	02514 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02514 26
*FILE	DIRECTING GIVING ASSIGNMENTS	02514 9

*OBJECTIVES	1. TO BE ABLE TO DEVISE AN ASSIGNMENT THAT IS RELEVANT	02515 24
	TO THE GROUP, CONTENT AREA, AND OBJECTIVES WITH WHICH THE	02515 25
	TRAINEE IS ASSOCIATED, 2. TO BE ABLE TO ADMINISTER SAME	02515 26
	ASSIGNMENT,	02515 27
*PREREQUISITE	MODULE 2514	02515 28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TEN FOURTH GRADE PUPILS FOR	02515 11
	WHOM BACKGROUND DATA HAS BEEN SPECIFIED PRIOR TO THE CLASS	02515 12
	SESSION, CONTENT AREA AND OBJECTIVE ARE ALSO SPECIFIED,	02515 13
	2. THE TRAINEES TASK IS TO COMPOSE AND ADMINISTER A	02515 14
	WRITTEN ASSIGNMENT TO THE PUPILS, IN ORDER TO ACCOMPLISH	02515 15
	THIS THE TRAINEE MUST FAMILIARIZE HIMSELF WITH EVERY	02515 16
	ASPECT OF THE PUPILS PROGRESS, THE ASSIGNMENT MUST	02515 17
	POSSESS THE QUALITIES OF EXACTNESS, CLARITY, AND	02515 18
	RELEVANCE, 3. THE TRAINEE IS VIDEO TAPED AS HE	02515 19
	ADMINISTERS THE ASSIGNMENT AND REACTS TO PUPIL	02515 20
	QUESTIONS, 4. THE TRAINEE THEN VIEWS THE TAPE WITH THE	02515 21
	INSTRUCTOR AND RECEIVES FEEDBACK REGARDING HIS	02515 22
	PERFORMANCE,	02515 23
*SETTING	INDEPENDENT SCHOOL	02515 10
*MATERIALS	1. VIDEO TAPE EQUIPMENT, 2, TEN FOURTH GROVE PUPILS,	02515 5
	3. BACKGROUND DATA ON THE PUPILS, 4, MICRO TEACHING	02515
	LABORATORY	02515
*LEVEL	ALL GRADES	02515 8
*GENERAL	ALL CANDIDATES	02515 7
*HOURS	1	02515 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02515 29
*FILE	MICRO TEACHING DIRECTING GIVING ASSIGNMENTS	02515 9

*OBJECTIVES	1. TO BE ABLE TO UTILIZE PUPIL CONTRIBUTIONS AS AIDS IN ILLUSTRATION, CONTRAST, AND COMPARISON, IE., IN INSTRUCTION.	02516 19
		02516 20
		02516 21
*PREREQUISITE	NONE	02516 22
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, B, SUGGEST PUPIL CONTRIBUTIONS THAT MIGHT OCCUR IN THIS SITUATION, C, INDICATE HOW HE WOULD USE THESE CONTRIBUTIONS IN HIS PRESENTATION, 2, THE INSTRUCTOR AND TRAINEE WILL CONFER AND FEEDBACK WILL BE PROVIDED.	02516 11
		02516 12
		02516 13
		02516 14
		02516 15
		02516 16
		02516 17
		02516 18
*SETTING	INDEPENDENT COLLEGE	02516 10
*MATERIALS	NONE	02516 5
*LEVEL	ALL GRADES	02516 8
*GENERAL	ALL CANDIDATES	02516 7
*HOURS	1	02516 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02516 23
*FILE	PUPIL CONTRIBUTIONS	02516 9

*OBJECTIVES	1. TO BE ABLE TO UTILIZE PUPIL CONTRIBUTIONS AS AIDS IN ILLUSTRATION, CONTRACT, AND COMPARISON, IE., IN INSTRUCTION.	02517 22
		02517 23
		02517 24
*PREREQUISITE	2516	02517 25
*EXPERIENCE	1. THE TRAINEE WILL BE GIVEN A PRESENTATION OF THE INSTRUCTOR'S CHOICE TO PREPARE, THE INSTRUCTOR WILL SPECIFY THE LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES, AND ENVIRONMENT, 2, THE TRAINEE WILL MAKE HIS PRESENTATION TO A GROUP OF HIS PEERS, THE STUDENTS WILL BE ENCOURAGED TO OFFER SUGGESTIONS, CLARIFICATIONS, ANSWERS, ETC, THE TRAINEE WILL BE EXPECTED TO RESPOND EXTEMPORANEOUSLY TO THE CONTRIBUTIONS OF HIS PEERS AND TO UTILIZE THEM IN HIS PRESENTATION, THE PRESENTATION WILL BE VIDEO TAPED, 3, THE TRAINEE VIEWS THE TAPE WITH THE INSTRUCTOR AND RECEIVES APPROPRIATE FEEDBACK,	02517 11
		02517 12
		02517 13
		02517 14
		02517 15
		02517 16
		02517 17
		02517 18
		02517 19
		02517 20
		02517 21
*SETTING	INDEPENDENT COLLEGE	02517 10
*MATERIALS	1. VIDEO TAPING EQUIPMENT,	02517 5
*LEVEL	ALL GRADES	02517 8
*GENERAL	ALL CANDIDATES	02517 7
*HOURS	1	02517 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02517 26
*FILE	CLINICAL PUPIL CONTRIBUTIONS	02517 9

*OBJECTIVES	1. TO BE ABLE TO IMPLEMENT MANAGERIAL PROCEDURES FOR EFFICIENT GROUP OPERATION, SUCH AS PUPIL ACCOUNTING, RECORD KEEPING, COLLECTING AND DISTRIBUTING MATERIALS, MAKING INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE, PROVIDING FOR ORDERLY PUPIL MOVEMENT, ETC, 2, TO BE ABLE TO ANTICIPATE THE NECESSARY MANAGERIAL PROCEDURES TO INSURE EFFICIENT GROUP OPERATION,	02518 32
		02518 33
		02518 34
		02518 35
		02518 36
		02518 37
		02518 38
*PREREQUISITE	NONE,	02518 39
*EXPERIENCE	1. THE TRAINEE WILL PREPARE THE FOLLOWING PAPER-AND-PENCIL ASSIGNMENT INDEPENDENTLY: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS 2E.G,AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA 2E.G,CREATIVE WRITING, READING, ROCKS, ETC., ASSUMING THAT THIS IS TO BE THE FIRST LESSON OF THE DAY, INDICATE THE OBJECTIVES AND ENVIRONMENT TO BE ESTABLISHED, B, ESTABLISH ALL THE NECESSARY MANAGERIAL PROCEDURES TO BE IMPLEMENTED FOR EFFICIENT GROUP OPERATION 2E.G, PUPIL ACCOUNTING, RECORD KEEPING, COLLECTING AND DISTRIBUTING MATERIALS, MAKING INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE, PROVIDING FOR ORDERLY PUPIL	02518 11
		02518 12
		02518 13
		02518 14
		02518 15
		02518 16
		02518 17
		02518 18
		02518 19
		02518 20
		02518 21
		02518 22

	MOVEMENT, ETC., 2, IN AN A-V LABORATORY HE WILL THEN	02518 23
	AUDIO TAPE RECORD THESE INSTRUCTIONS AND ACTIVITIES	02518 24
	WITH THE HYPOTHETICAL CLASS, THE INTENDED RESULT IS A	02518 25
	SMOOTH AND EFFICIENTLY OPERATING CLASS SESSION, WITH AS	02518 26
	MANY MANAGERIAL TASKS AS POSSIBLE PLANNED FOR IN ADVANCE,	02518 28
	3, AFTER SUBMITTING THE WRITTEN STATEMENT AND TAPE, HE	02518 29
	RECEIVES FEEDBACK FROM THE INSTRUCTOR REGARDING THE	02518 30
	IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02518 31
*SETTING	INDEPENDENT COLLEGE	02518 10
*MATERIALS	1, TAPE RECORDING EQUIPMENT AVAILABLE IN A-V LABORATORY	02518 5
	FOR STUDENT USAGE, 2, TAPES FOR EACH STUDENT TO USE FOR	02518
	THEIR OWN CLINICAL USE,	02518
*LEVEL	ALL GRADES	02518 8
*GENERAL	ALL CANDIDATES	02518 7
*HOURS	1 1/2	02518 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02518 40
*FILE	MANAGERIAL PROCEDURES GROUP EFFICIENCY	02518 9

*OBJECTIVES	1, TO BE ABLE TO PLAN MANAGERIAL PROCEDURES AS AN INTEGRAL	02519 30
	PART OF PREPARATION FOR EACH CLASS PERIOD, 2, TO BE	02519 31
	ABLE TO IMPLEMENT MANAGERIAL PROCEDURES FOR EFFICIENT	02519 32
	GROUP OPERATION, SUCH AS PUPIL ACCOUNTING, RECORD KEEPING,	02519 32
	COLLECTING AND DISTRIBUTING MATERIALS, MAKING	02519 33
	INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE,	02519 34
	PROVIDING FOR ORDERLY PUPIL MOVEMENT, ETC.,	02519 35
*PREREQUISITE	MODULE 2518	02519 36
*EXPERIENCE	1, THE TRAINEE IS ASSIGNED 10 FOURTH GRADERS FOR WHOM	02519 11
	BACKGROUND DATA 2ABILITY, AGE, INTERESTS, ETC., HAS BEEN	02519 12
	GIVEN TO THE TRAINEE IN ADVANCE OF THE CLASS SESSION,	02519 13
	THE CONTENT AREA FOR A MICRO-TEACHING EPISODE WITH THESE	02519 14
	PUPILS IS ALSO SPECIFIED, HOWEVER, OBJECTIVES, MATERIALS	02519 15
	AND ASSIGNMENTS ARE NOT SPECIFIED, 2, THE TRAINEE IS TO	02519 16
	ESTABLISH THE FOLLOWING: A, OBJECTIVES FOR A MICRO-	02519 17
	TEACHING EXPERIENCE WITH THESE PUPILS, B, MATERIALS,	02519 18
	TASKS, ASSIGNMENTS AND SEQUENCE TO ACHIEVE THESE	02519 19
	OBJECTIVES, C, MANAGERIAL PROCEDURES TO BE IMPLEMENTED	02519 20
	FOR EFFICIENT GROUP OPERATION 2E, G, PUPIL ACCOUNTING,	02519 21
	RECORD KEEPING, COLLECTING AND DISTRIBUTING MATERIALS,	02519 22
	MAKING INSTRUCTIONAL MATERIALS CONVENIENT AND AVAILABLE,	02519 23
	PROVIDING FOR ORDERLY PUPIL MOVEMENT, ETC., 3, HE IS	02519 24
	THEN VIDEO-TAPED AS HE ACTUALLY IMPLEMENTS SPECIFIED	02519 25
	MANAGERIAL PROCEDURES FOR EFFICIENT GROUP OPERATIONS TO	02519 26
	ACHIEVE THE STATED OBJECTIVES, 4, HE VIEWS THE TAPE	02519 27
	WITH THE INSTRUCTOR AND RECEIVES FEEDBACK REGARDING	02519 28
	THE IMPROVEMENT OF OF THIS PRACTICE TEACHING EXPERIENCE,	02519 29
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02519 10
*MATERIALS	1, TEN FOURTH GRADERS FROM LOCAL SCHOOLS, 2, MICRO-	02519 5
	TEACHING LABORATORY, 3, VIDEO TAPE RECORDING EQUIPMENT,	02519
*LEVEL	ALL GRADES	02519 8
*GENERAL	ALL CANDIDATES	02519 7
*HOURS	2	02519 6
*EVALUATION	INSTRUCTOR JUDGMENT	02519 37
*FILE	MANAGERIAL PROCEDURES MICRO-TEACHING GROUP EFFICIENCY,	02519 9

*OBJECTIVES	1, TO BE ABLE TO ALTER ANTICIPATED TIME AND ACTIVITY	02520 24
	SCHEDULES, CHANGING THE ORGANIZATION FOR ASSEMBLIES,	02520 25
	EMERGENCIES, ETC, 2, TO BE ABLE TO ANTICIPATE THE NEED	02520 26
	FOR ALTERATIONS IN THE TIME SCHEDULE AND BE PREPARED WITH	02520 27
	POSITIVE ACTIONS SHOULD THE NEED ARISE,	02520 28
*PREREQUISITE	MODULE 2519	02520 29
*EXPERIENCE	1, THE TRAINEE PREPARES THE FOLLOWING ASSIGNMENT OUT-OF-	02520 11
	CLASSI A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION	02520 12

	BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G, AGE,	02520	13
	ABILITY, BACKGROUND, ETC.,; CONTENT AREA ≥FRACTIONS,	02520	14
	AFRICAN GEOGRAPHY, LEAF IDENTIFICATION, OBJECTIVES AND	02520	15
	ENVIRONMENT, 8, SUGGEST FOUR EVENTS THAT MAY OCCUR DURING	02520	16
	THE DAY THAT MIGHT NECESSITATE AN ALTERATION IN THE TIME	02520	17
	AND ACTIVITY SCHEDULE ≥E,G, ASSEMBLIES, FILM BREAKDOWN,	02520	18
	SNOW STORM, ETC., C, INDICATE HOW YOU WOULD ALTER THE	02520	19
	ANTICIPATED TIME AND ACTIVITY SCHEDULE TO COMPENSATE FOR	02520	20
	EACH OF THESE EVENTUALITIES, 2, THE INSTRUCTOR AND THE	02520	21
	TRAINEE WILL CONFER ABOUT THESE PAPER AND PENCIL REACTIONS	02520	22
	AND IMPROVEMENTS IN THIS EXPERIENCE WILL BE SUGGESTED,	02520	23
*SETTING	INDEPENDENT COLLEGE	02520	10
*MATERIALS	BLANK	02520	5
*LEVEL	ALL GRADES	02520	8
*GENERAL	ALL CANDIDATES	02520	7
*HOURS	1/2	02520	6
*EVALUATION	INSTRUCTOR JUDGMENT,	02520	30
*FILE	MANAGERIAL PROCEDURES ALTERING TIME SCHEDULE	02520	9

*OBJECTIVES	TO BE ABLE TO ALTER THE ANTICIPATED TIME AND ACTIVITY	02521	40
	SCHEDULE EXTEMPORANEOUSLY, CHANGING ORGANIZATION FOR	02521	41
	ASSEMBLIES, EMERGENCIES, ETC)	02521	42
*PREREQUISITE	MODULE 2520	02521	43
*EXPERIENCE	TRAINEE WILL VIEW THE TRAINEES TAPED MICRO-TEACHING		
	1, IN A CONFERENCE SITUATION THE INSTRUCTOR 2519 AND THE	02521	11
	TRAINEE WILL VIEW THE TRAINEES TAPED MICRO-TEACHING	02521	12
	EPISODE FROM MODULE 12, ≥E,G, AFTER ASSIGNING TASKS,	02521	13
	DIRECTING STUDENTS INTO THEIR RESPECTIVE GROUPINGS AND	02521	14
	LOCATIONS, DISTRIBUTING MATERIALS AND TAKING ATTENDANCE,	02521	15
	THE TRAINEE BEGINS TO CIRCULATE AMONG THE STUDENTS, A	02521	16
	GROUP OF FIVE IS CONSTRUCTING A MOCKUP OF THE COMMUNITY,	02521	17
	TWO PUPILS ARE AT THE BLACKBOARD PRACTICING A LETTER TO	02521	18
	THE MAYOR BEFORE PUTTING IT ON PAPER AND THE OTHER THREE	02521	19
	PUPILS ARE READING MATERIALS ABOUT COMMUNITY	02521	20
	ORGANIZATIONS, EVERYTHING IS FUNCTIONING SMOOTHLY AND	02521	21
	THE PUPILS ARE ENTHUSIASTICALLY INVOLVED IN THEIR WORK, *	02521	22
	THE INSTRUCTOR MAY VERBALLY HYPOTHESIZE ADDITIONAL PUPILS	02521	23
	TO MAKE A FULL CLASS OF 24, ≥E,G, (SUPPOSE THERE WERE	02521	24
	14 MORE PUPILS IN THE ROOM, FIVE ARE WORKING ON A SECOND	02521	25
	PORTION OF THE MOCKUP, FOUR ARE PREPARING A BULLETIN	02521	26
	BOARD ON THE COMMUNITY, TWO ARE WRITING TO THEIR	02521	27
	CONGRESSMAN FOR ADDITIONAL INFORMATION AND THE REMAINING	02521	18
	FOUR, IN TEAMS OF TWO, ARE WITH THEIR MOTHERS	02521	19
	INTERVIEWING THE POLICE AND FIRE CHIEFS, (2, THE	02521	20
	RECORDING IS STOPPED AT A POINT WHERE THE GROUP IS	02521	21
	FUNCTIONING EFFICIENTLY, THE INSTRUCTOR THEN POSES A	02521	22
	PROBLEM SITUATION TO WHICH THE TRAINEE MUST REACT	02521	23
	EXTEMPORANEOUSLY, ≥E,G, (RIGHT AT THIS MOMENT THE BELLS	02521	24
	BEGIN RINGING FOR A FIRE DRILL, AND WHILE YOU ARE OUTSIDE	02521	25
	THE FOUR STUDENTS RETURN FROM THEIR INTERVIEWING,	02521	26
	2A+ HOW ARE YOU GOING TO ORGANIZE THE CHILDREN TO GET THEM	02521	27
	OUT AND THEN BACK INTO THE BUILDING QUICKLY AND	02521	28
	EFFICIENTLY+ 2B+ ONCE YOU HAVE RETURNED TO THE CLASSROOM,	02521	29
	HOW ARE YOU GOING TO GET THE PUPILS BACK TO THEIR TASKS+	02521	30
	3C+ WHAT ALTERATIONS WILL YOU MAKE IN YOUR TIME SCHEDULE	02521	31
	TO COMPENSATE FOR THIS TIME LOSS+ THE EXCHANGE BETWEEN	02521	32
	THE INSTRUCTOR AND THE TRAINEE AFTER THE VIEWING OF THE	02521	33
	VIDEO TAPE WILL BE AUDIO TAPE RECORDED, 3, THE INSTRUCTOR	02521	34
	PROVIDES FEEDBACK REGARDING THE IMPROVEMENT OF THIS	02521	35
	PRACTICE TEACHING EXPERIENCE IN TWO WAYS: A, INTERACTION	02521	36

	AND COMMENTS TO THE TRAINEE DURING THE CONFERENCE,	02521	37
	B. WRITTEN COMMENTS FOLLOWING AN ADDITIONAL PREVIEWING OF	02521	38
	THE AUDIO TAPE,	02521	39
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02521	10
*MATERIALS	1, CONFERENCE ROOM, 2, VIDEO TAPE FROM MODULE 12 AND	02521	5
	VIDEO TAPE RECORDING EQUIPMENT, 3, AUDIO TAPE FOR STUDENT	02521	
	USE AND AUDIO TAPE RECORDING EQUIPMENT, 4, LIST OF	02521	
	PROBLEM SITUATIONS WHICH MIGHT BE SUGGESTED FOR TRAINEE	02521	
	REACTION,	02521	
*OBJECTIVES	1. TO BE ABLE TO ADJUST PHYSICAL CONDITIONS FOR IMPROVED	02522	29
	PUPIL COMFORT AND/OR LEARNING EFFICIENCY, SUCH AS	02522	30
	CHANGING HEAT, LIGHTING, SEATING CONDITIONS, ETC, 2. TO	02522	31
	BE ABLE TO ANTICIPATE THE NEED FOR ADJUSTMENTS IN THE	02522	32
	PHYSICAL CONDITIONS OF THE CLASSROOM,	02522	33
*PREREQUISITE	2521	02522	34
*EXPERIENCE	1, THE TRAINEE IS TO PREPARE THE FOLLOWING ASSIGNMENT	02522	11
	OUT-OF-CLASS: A, THE TRAINEE IS GIVEN A LARGE PHOTOGRAPH	02522	12
	OF A CLASSROOM WITH A NORMAL COMPLIMENT OF EQUIPMENT,	02522	13
	ZE, G. 30 DESKS, TEACHER'S DESK, ONE OR TWO LONG TABLES,	02522	14
	TWO LARGE STORAGE CLOSETS, FOUR LARGE WINDOWS THAT OPEN	02522	15
	TOP AND BOITOM, FLUORESCENT LIGHTING, ETC, B, THE TRAINEE	02522	16
	WILL STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY	02522	17
	SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA,	02522	18
	OBJECTIVES AND ENVIRONMENT ZE, G. TIME OF YEAR, TEMPERATURE	02522	19
	AND CONDITIONS INSIDE AND OUTSIDE THE ROOM, PHYSICAL	02522	20
	ARRANGEMENTS NEEDED TO ACCOMPLISH THE GIVEN TASKS,†	02522	21
	C. HE IS THEN TO PROPOSE, IN WRITING, THE NECESSARY	02522	22
	ADJUSTMENTS IN PHYSICAL CONDITIONS FOR MAXIMUM PUPIL	02522	23
	COMFORT AND/OR LEARNING EFFICIENCY, ZE, G. CHANGING HEAT,	02522	24
	LIGHTING, SEATING CONDITIONS, ETC,† 2, THE INSTRUCTOR	02522	25
	THEN READS THE PROPOSED ADJUSTMENTS AND PROVIDES FEEDBACK	02522	26
	TO THE TRAINEE REGARDING THE IMPROVEMENT OF THIS PRACTICE	02522	27
	TEACHING EXPERIENCE,	02522	28
*SETTING	INDEPENDENT COLLEGE	02522	10
*MATERIALS	1. LARGE PHOTOGRAPH OF CLASSROOM WITH NORMAL COMPLEMENT OF	02522	5
	FURNITURE AND EQUIPMENT,	02522	
*LEVEL	ALL GRADES	02522	8
*GENERAL	ALL CANDIDATES	02522	7
*HOURS	15 MIN,	02522	6
*EVALUATION	INSTRUCTOR JUDGMENT,	02522	35
*FILE	MANAGERIAL PROCEDURES ADJUSTING CLASSROOM CONDITIONS,	02522	9
*OBJECTIVES	TO BE ABLE TO EXTEMPORANEOUSLY ADJUST THE PHYSICAL	02523	38
	CONDITIONS OF THE CLASSROOM FOR IMPROVED PUPIL COMFORT	02523	39
	AND/OR LEARNING EFFICIENCY, TO BE ABLE TO ADJUST THE	02523	40
	PHYSICAL CONDITIONS OF THE CLASSROOM TO MEET THE NEEDS OF	02523	41
	THE INSTRUCTIONAL OBJECTIVES,	02523	42
*PREREQUISITE	2522	02523	43
*EXPERIENCE	1, THE INSTRUCTOR RANDOMLY ASSIGNS THE TRAINEE A	02523	11
	2WRITTEN† HYPOTHETICAL INSTRUCTIONAL SITUATION BY	02523	12
	SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA,	02523	13
	OBJECTIVES AND ENVIRONMENTAL SITUATION, ZE, G. YOU HAVE	02523	14
	A HETEROGENEOUS CLASS OF 28 SIXTH GRADERS IN A SUBURBAN	02523	15
	COMMUNITY, IT IS YOUR OBJECTIVE TO HAVE THEM UNDERSTAND	02523	16
	CURRENT EVENTS BY HAVING THEM READ NEWSPAPER ARTICLES ON	02523	17
	AN ISSUE AND THEN EXPLAIN, WHAT THEY HAVE READ, THERE ARE	02523	18
	COPIES OF VARIOUS NEWSPAPERS FOR CLASSROOM USE, THE	02523	19
	PUPILS ARE TO BE IN DISCUSSION GROUPS,† 2, CONSIDER THIS	02523	20

	INSTRUCTIONAL SITUATION TRAINEE FOR 5 MINUTES BEFORE	02523 21
	REACTING IN THE LABORATORY CLASSROOM SETTING, BE PREPARED	02523 22
	TO ADJUST THE PHYSICAL CONDITIONS OF THE ROOM FOR IMPROVED	02523 23
	PUPIL COMFORT AND/OR LEARNING EFFICIENCY, 3, IN A MODEL	02523 24
	LABORATORY CLASSROOM IT IS NOT NECESSARY TO HAVE ACTUAL	02523 25
	PUPILS--THEY CAN BE IMAGINARY, THE TRAINEE IS TO ARRANGE	02523 26
	THE PHYSICAL CONDITIONS IN THE ROOM FOR MAXIMUM PUPIL	02523 27
	COMFORT AND LEARNING EFFICIENCY, AS THE TRAINEE ENGAGES	02523 28
	IN THIS TASK, THE INSTRUCTOR WILL OBSERVE AND, UTILIZING A	02523 29
	CHECK LIST, EVALUATE THE TRAINEE'S PERFORMANCE, 2E.G,	02523 30
	THE CHECKLIST WOULD INCLUDE: TEMPERATURE TO APPROPRIATE	02523 31
	LEVEL FOR WEATHER CONDITIONS, SEATS ARE ARRANGED IN	02523 32
	PROPER GROUPINGS FOR OBJECTIVES, PROPER LIGHTING HAS BEEN	02523 33
	PROVIDED, DISTRIBUTION OF NEWSPAPERS, ETC., 4, THE	02523 34
	INSTRUCTOR WILL PROVIDE FEEDBACK BY GIVING THE TRAINEE THE	02523 35
	CHECKLIST WITH APPROPRIATE COMMENTS TO SUPPLEMENT THE	02523 36
	CHECKLIST,	02523 37
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02523 10
*MATERIALS	1, MODEL LAB CLASSROOM, 2, MMEOGRAPHED HYPOTHETICAL	02523 5
	INSTRUCTIONAL SITUATIONS, 3, PREPARED CHECKLISTS OF	02523
	EXPECTATIONS,	02523
*LEVEL	ALL GRADES	02523 8
*GENERAL	ALL CANDIDATES	02523 7
*HOURS	15 MIN,	02523 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02523 44
*FILE	MODEL CLASSROOM MANAGERIAL PROCEDURES ADJUSTING PHYSICAL	02523 9
	CONDITIONS,	02523

*OBJECTIVES	1, TO BE ABLE TO REMOVE, RELOCATE OR ALTER PHYSICAL	02524 26
	DISTRACTORS FROM THE ENVIRONMENT TO SUIT THE OBJECTIVES	02524 27
	OF THE LESSON AND THE STUDENT'S NEEDS, 2, TO BE ABLE TO	02524 28
	ANTICIPATE THE NEED FOR ADJUSTMENT IN THE PHYSICAL	02524 29
	DISTRACTORS,	02524 30
*PREREQUISITE	2523	02524 31
*EXPERIENCE	1, THE TRAINEE IS TO PREPARE THE FOLLOWING PAPER AND	02524 11
	PENCIL ASSIGNMENT INDEPENDENTLY: A, UTILIZING THE	02524 12
	PHOTOGRAPH OF A CLASSROOM AND THE HYPOTHETICAL	02524 13
	INSTRUCTIONAL SETTING PREPARED FOR MODULE 2522, CITE THE	02524 14
	PHYSICAL DISTRACTORS AND/OR PROPS THAT SHOULD BE REMOVED,	02524 15
	RELOCATED OR ALTERED TO SUIT THE OBJECTIVES OF THE LESSON	02524 16
	AND THE PUPIL'S NEEDS, B, MAKE A LIST OF STEPS TO BE	02524 17
	TAKEN IN ALTERING THE PHYSICAL PROPERTIES IN THE	02524 18
	ENVIRONMENT, 2E.G, CLOSE DRAPES, MOVE PLANTS, PUT FLANNEL	02524 19
	BOARD IN THE CORNER, MAKE GLOBES AVAILABLE IN DIFFERENT	02524 20
	PARTS OF THE ROOM, ETC., 2, THE INSTRUCTOR WILL PROVIDE	02524 21
	FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE	02524 22
	TEACHING EXPERIENCE BY MARKING ON A PRE-PREPARED CHECKLIST	02524 23
	OF EXPECTATIONS THOSE FACTORS THE TRAINEE CONSIDERED AND	02524 24
	THOSE FACTORS HE IGNORED IN THE PHOTOGRAPH,	02524 25
*SETTING	INDEPENDENT SCHOOL	02524 10
*MATERIALS	1, STUDENT PREPARED HYPOTHETICAL INSTRUCTIONAL SETTING	02524 5
	FROM MODULE 15, 2, PHOTOGRAPH OF CLASSROOM FROM	02524
	MODULE 15, WITH MANY PHYSICAL PROPS PURPOSELY INCLUDED,	02524
	3, CHECKLIST OF EXPECTATIONS,	02524
*LEVEL	ALL GRADES	02524 8
*GENERAL	ALL CANDIDATES	02524 7
*HOURS	45 MIN,	02524 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02524 32
*FILE	MANAGERIAL PROCEDURES RELOCATING PHYSICAL PROPS,	02524 9

*OBJECTIVES	1. TO BE ABLE TO REMOVE, RELOCATE OR ALTER PHYSICAL DISTRACTORS FROM THE ENVIRONMENT TO SUIT THE OBJECTIVES OF THE LESSON AND THE STUDENT'S NEEDS, 2. TO BE ABLE TO EXTEMPORANEOUSLY ADJUST THE PHYSICAL DISTRACTORS IN THE ENVIRONMENT,	02525 27 02525 28 02525 29 02525 30 02525 31 02525 32
*PREREQUISITE	2524	02525 32
*EXPERIENCE	1. THE TRAINEE IS TO UTILIZE THE HYPOTHETICAL INSTRUCTIONAL SITUATION ASSIGNED IN MODULE 2523 FOR THIS EXPERIENCE, 2. THE TRAINEE IS TO HAVE FIVE MINUTES TO CONSIDER, THE INSTRUCTIONAL SITUATION BEFORE REACTING IN THE LABORATORY CLASSROOM SETTING, HE IS TO BE PREPARED TO REMOVE, RELOCATE OR ALTER THE PHYSICAL DISTRACTORS FROM THE ENVIRONMENT TO SUIT THE OBJECTIVES OF THE LESSON AND THE STUDENT'S NEEDS, 3. IN A MODEL LABORATORY CLASSROOM WHERE PHYSICAL DISTRACTORS SUCH AS PLANTS, GLOBES, PAPERS, ETC. HAVE BEEN LOCATED, THE TRAINEE IS TO ADJUST THE ROOM FOR MAXIMUM LEARNING EFFICIENCY, 4. AS THE TRAINEE ENGAGES IN THIS TASK, THE INSTRUCTOR WILL OBSERVE AND, UTILIZING A CHECKLIST, EVALUATE THE TRAINEE'S PERFORMANCE, 5. E.G., THE CHECKLIST WOULD INCLUDE: GLOBES, DRAPES, BOOKS AND PAPERS, PLANTS, DISPLAYS, FLANNEL BOARD, ETC.,	02525 11 02525 12 02525 13 02525 14 02525 15 02525 16 02525 17 02525 18 02525 19 02525 20 02525 21 02525 22 02525 23 02525 24 02525 25 02525 26 02525 10 02525 5 02525 02525
*SETTINGS	SMALL GROUP 21-12 STUDENTS, SCHOOL	02525 10
*MATERIALS	1. MODEL LABORATORY CLASSROOM 2. HYPOTHETICAL INSTRUCTIONAL SITUATION ASSIGNED IN MODULE 16, 3. CHECKLIST OF ITEMS TO BE CONSIDERED,	02525 5 02525 02525
*LEVEL	ALL GRADES	02525 8
*GENERAL	ALL CANDIDATES	02525 7
*HOURS	15 MIN.	02525 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02525 33
*FILE	MODEL CLASSROOM MANAGERIAL PROCEDURES RELOCATING PHYSICAL PROPS,	02525 9 02525

*OBJECTIVES	1. TO BE ABLE TO PROVIDE PHYSICAL PROPS TO CREATE A DESIRED ATMOSPHERE, SUCH AS SOFT MUSIC FOR A CALM AND RELAXING MOOD AND LIVELY MUSIC AND/OR EXERCISE FOR STIMULATION, 2. TO BE ABLE TO CONSIDER ALTERNATIVE METHODS TO ACHIEVE THE SAME OBJECTIVE,	02526 34 02526 35 02526 36 02526 37 02526 38 02526 39
*PREREQUISITE	2525	02526 39
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE THIS EXERCISE INDEPENDENTLY: A. CREATE AN INSTRUCTIONAL SITUATION IN WHICH PHYSICAL PROPS ARE NECESSARY TO PROVIDE A DESIRED ATMOSPHERE, BE SURE TO SPECIFY LEARNER CHARACTERISTICS, ENVIRONMENTAL SETTING, CONTENT AREA AND OBJECTIVES, 2. E.G., BY 1:30 IN THE AFTERNOON MY CLASS OF 25 FIRST-GRADERS IS TENSE, THEIR ATTENTION TO SCHOOL-RELATED FUNCTIONS IS VERY LIMITED SINCE THEIR HOMES AND CHILDHOOD HAVE NOT BEEN [EDUCATION-ORIENTED,] THUS, BY MIDAFTERNOON THEY HAVE REACHED THEIR PEAK FRUSTRATION TOLERANCE LEVEL AND THEIR ATTENTION TO ANY ACTIVITY IS DWINDLING, IT IS MY PURPOSE, THEREFORE, TO GIVE THEM AN OPPORTUNITY TO COMPLETELY RELAX WITHIN THE CLASSROOM SETTING, I WILL HAVE THEM REST ANYWHERE IN THE ROOM WHILE CALMING MUSIC IS ON THE RECORD PLAYER, I WOULD HOPE TO BE ABLE TO PROVIDE RUGS OR MATS FOR THEM TO LIE ON IF THEY WISH., B. RATIONALIZE YOUR CHOICE OF PHYSICAL PROPS TO SUPPORT YOUR OBJECTIVES, C. SUGGEST ALTERNATIVE ACTIVITIES AND PROPS THAT COULD HAVE BEEN UTILIZED TO ACHIEVE THE SAME OBJECTIVES, 2. THE INSTRUCTOR WILL PROVIDE WRITTEN FEEDBACK REGARDING IMPROVEMENT OF THIS EXPERIENCE, HE WILL ALSO PROVIDE	02526 11 02526 12 02526 13 02526 14 02526 15 02526 16 02526 17 02526 18 02526 19 02526 20 02526 21 02526 22 02526 23 02526 24 02526 25 02526 26 02526 27 02526 28 02526 29 02526 30 02526 31

	ANONYMOUS COPIES OF THE TRAINEES CLASSMATES WORK FOR	02526 32
	REFERENCE AND COMPARISON,	02526 33
*SETTING	INDEPENDENT COLLEGE	02526 10
*MATERIALS	COPIES OF ASSIGNMENTS SUBMITTED TO BE DISTRIBUTED TO ALL	02526 5
	CLASS MEMBERS,	02526
*LEVEL	ALL GRADES	02526 8
*GENERAL	ALL CANDIDATES	02526 7
*HOURS	1/2 - 1	02526 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02526 40
*FILE	MANAGERIAL PROCEDURES PROVIDING PHYSICAL PROPS	02526 9

*OBJECTIVES	1. TO BE ABLE TO SELECT PHYSICAL PROPS TO CREATE A DESIRED	02527 29
	ATMOSPHERE, 2, TO BE ABLE TO UTILIZE PHYSICAL PROPS TO	02527 30
	CREATE A DESIRED ATMOSPHERE,	02527 31
*PREREQUISITE	MODULE 2526	02527 32
*EXPERIENCE	1, THE TRAINEE, IS ASSIGNED BY THE INSTRUCTOR A	02527 11
	HYPOTHETICAL INSTRUCTIONAL SITUATION WHICH REQUIRES	02527 12
	CREATING AN ATMOSPHERE, HE IS TO PREPARE THE FOLLOWING	02527 13
	WRITTEN ASSIGNMENT FOR A MICRO-TEACHING EPISODE: A, MAKE	02527 14
	A LIST OF POSSIBLE OBJECTIVES, METHODS AND MATERIALS	02527 15
	2 PROPS+ TO SUIT THE ASSIGNED CONTENT AREA, LEARNER	02527 16
	CHARACTERISTICS AND ENVIRONMENTAL BACKGROUND, B, DECIDE	02527 17
	UPON THE MOST DESIREABLE ALTERNATIVE, C, RATIONALIZE THE	02527 18
	SELECTION OF THIS ALTERNATIVE TEACHING STRATEGY, 2, IN A	02527 19
	MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT, THE	02527 20
	TRAINEE IS TO: A, SET UP THE PROPS NEEDED TO CREATE THE	02527 21
	DESIRED ATMOSPHERE, B, ACT OUT THE INTRODUCTORY	02527 22
	INSTRUCTIONS AND DIRECTIONS TO THE STUDENTS, 3, THE	02527 23
	TRAINEE THEN VIEWS THE TAPE WITH THE INSTRUCTOR AND	02527 24
	RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS	02527 25
	PRACTICE TEACHING EXPERIENCE, FEEDBACK IS ALSO PROVIDED	02527 26
	BY THE INSTRUCTOR ON THE WRITTEN PORTION OF THIS	02527 27
	EXPERIENCE,	02527 28
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHOOL	02527 10
*MATERIALS	1, MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT,	02527 5
	2, MIMEOGRAPHED HYPOTHETICAL INSTRUCTIONAL SITUATIONS	02527
	WHICH REQUIRE THE CREATION OF AN ATMOSPHERE IN THE	02527
	CLASSROOM WITH PHYSICAL PROPS,	02527
*LEVEL	ALL GRADES	02527 8
*GENERAL	ALL CANDIDATES	02527 7
*HOURS	1 1/2	02527 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02527 33
*FILE	MICRO-TEACHING MANAGERIAL PROCEDURES PROVIDING PHYSICAL	02527 9
	PROPS	02527

*OBJECTIVES	TO BE ABLE TO OPERATE AUDIO-VISUAL EQUIPMENT, INCLUDING	02528 21
	SETTING-UP, RUNNING, REPAIRING, REMOVING, AUTOMATING	02528 22
	INSTRUCTIONAL EQUIPMENT,	02528 23
*PREREQUISITE	NONE	02528 24
*EXPERIENCE	1, THE TRAINEE IS TO COMPLETE THE PROGRAMMED INSTRUCTION	02528 11
	ON OPERATING AUDIO-VISUAL EQUIPMENT IN THE INSTRUCTIONAL	02528 12
	MEDIA LABORATORY, THIS PROGRAM SHOULD INCLUDE THE	02528 13
	OPERATION OF: A, 16MM, FILM PROJECTOR, B, OVERHEAD	02528 14
	PROJECTOR, C, OPAGUE PROJECTOR, D, TAPE RECORDER	02528 15
	E, FILMSTRIP PROJECTOR, F, VIDEO-TAPE RECORDER, THIS	02528 16
	PROGRAM PROVIDES AUTOMATIC FEEDBACK SINCE EACH STEP IS	02528 17
	DEPENDENT UPON SUCCESSFUL COMPLETION OF THE PREVIOUS	02528 18
	STEP, 2, THE TRAINEE IS TO BE PREPARED TO OPERATE THIS	02528 19
	EQUIPMENT IN A MICRO-TEACHING EXPERIENCE IN MODULE 21,	02528 20

*SETTING	INDEPENDENT SCHOOL	02528	10
*MATERIALS	PROGRAMMED INSTRUCTION ON OPERATING AUDIO-VISUAL EQUIPMENT	02528	5
	IN THE INSTRUCTIONAL MEDIA LABORATORY,	02528	
*LEVEL	ALL GRADES	02528	8
*GENERAL	ALL CANDIDATES	02528	7
*HOURS	2-3	02528	6
*EVALUATION	INSTRUCTOR JUDGMENT, OR SUCCESSFUL COMPLETION OF THE	02528	25
	PROGRAM,	02528	26
*FILE	MEDIA MANAGERIAL PRODEDURES OPERATING A-V EQUIPMENT	02528	9

*OBJECTIVES	1. TO BE ABLE TO SELECT AUDIO-VISUAL MATERIALS	02529	27
	APPROPRIATE TO INSTRUCTIONAL OBJECTIVES, 2. TO BE ABLE	02529	28
	TO OPERATE AUDIO-VISUAL EQUIPMENT, SETTING-UP, STARTING,	02529	29
	RUNNING, REPAIRING, AND REMOVING AUTOMATED INSTRUCTIONAL	02529	30
	EQUIPMENT, 3. TO BE ABLE TO UTILIZE AUDIO-VISUAL	02529	31
	EQUIPMENT IN AN INSTRUCTIONAL SETTING,	02529	32
*PREREQUISITE	2528	02529	33
*EXPERIENCE	1. IN PREPARATION FOR A MICRO-TEACHING EPISODE, THE	02529	11
	TRAINEE WOULD: A. STRUCTURE A HYPOTHETICAL	02529	12
	INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER	02529	13
	CHARACTERISTICS ≥E,G, AGE, ABILITY, BACKGROUND, ETC.,	02529	14
	CONTENT AREA ≥E,G, MATH, FRACTIONS, MULTIPLICATION, ETC.,	02529	15
	OBJECTIVES AND ENVIRONMENT, B. AFTER INVESTIGATING	02529	16
	ALTERNATIVES, HE WOULD SELECT AND PREPARE THE AUDIO-	02529	17
	VISUAL MATERIALS REQUIRED TO ACHIEVE THE CHOSEN	02529	18
	OBJECTIVES, 2. IN MICRO-TEACHING LABORATORY WITH VIDEO-	02529	19
	TAPE EQUIPMENT, THE TRAINEE WILL: A. SET UP AND OPERATE	02529	20
	THE AUDIO-VISUAL EQUIPMENT REQUIRED FOR THE LESSON,	02529	21
	B. INTRODUCE THE LESSON AND UTILIZE THE MATERIALS,	02529	22
	C. THE TRAINEE IS FREE TO PRACTICE-ERASE-PRACTICE UNTIL	02529	23
	HE IS SATISFIED WITH HIS ABILITY, 3. HE THEN VIEWS THE	02529	24
	TAPE WITH AN INSTRUCTOR AND RECEIVES FEEDBACK REGARDING	02529	25
	THE IMPROVEMENT OF THIS PRACTICE TEACHING EXPERIENCE,	02529	26
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02529	10
*MATERIALS	1. MICRO-TEACHING LABORATORY WITH VIDEO-TAPE EQUIPMENT,	02529	5
	2. LIBRARY OF AUDIO-VISUAL MATERIALS FOR STUDENT SELECTION	02529	
	AND USAGE,	02529	
*LEVEL	ALL GRADES	02529	8
*GENERAL	ALL CANDIDATES	02529	7
*HOURS	2	02529	6
*EVALUATION	INSTRUCTOR JUDGMENT,	02529	34
*FILE	MICRO-TEACHING MANAGERIAL PROCEDURES OPERATING A-V	02529	9
	EQUIPMENT	02529	

*OBJECTIVES	1. TO CHOOSE APPROPRIATE CONTENT, OPERATION, AND PRODUCTS	02530	22
	IN ORDER TO ACHIEVE AN OBJECTIVE,	02530	23
*PREREQUISITE	1. TRAINEE MUST BE ABLE TO WRITE OBJECTIVES, 2. TRAINEE	02530	24
	MUST KNOW WHERE TO FIND INFORMATION ON CONTENT, OPERATIONS	02530	25
	AND PRODUCTS FOR AN OBJECTIVE,	02530	26
*EXPERIENCE	THE TRAINEE WILL STRUCTURE A HYPOTHETICAL INSTRUCTIONAL	02530	11
	SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,,	02530	12
	AGE, ABILITY, BACKGROUND, ETC., ENVIRONMENT, CONTENT	02530	13
	≥E,G,, MATH, FRACTIONS, NUTIPLICATION, ETC., AND	02530	14
	OBJECTIVES, THE TRAINEE WILL SELECT THE CONTENT, PRODUCTS	02530	15
	AND OPERATION NECESSARY FOR TEACHING THE OBJECTIVE, IN AN	02530	16
	A-V LABORATORY HE WILL UTILIZE HIS SELECTIONS BY	02530	17
	PRESENTING THEM TO HYPOTHETICAL PUPILS, HE WILL BE FREE	02530	18
	TO PRACTICE-ERASE-PRACTICE UNTIL HE IS SATISFIED WITH	02530	19
	HIS PERFORMANCE, HE WILL THEN VIEW HIS TAPE WITH HIS	02530	20

	INSTRUCTOR AND RECEIVE FEEDBACK ON HIS PERFORMANCE,	02530 21
*SETTING	INDEPENDENT SCHOOL	02530 10
*MATERIALS	A-V LABORATORY	02530 5
*LEVEL	ALL GRADES	02530 8
*GENERAL	ALL CANDIDATES	02530 7
*HOURS	1	02530 6
*EVALUATION	TRAINEE SELF-EVALUATION INSTRUCTOR DECISION	02530 27
*FILE	MEDIA CONTENT OPERATION	02530 9

*OBJECTIVE	1. TO SELECT APPROPRIATE CONTENT, OPERATIONS AND PRODUCTS BEFORE TEACHING A LESSON,	02531 19
		02531 20
*PREREQUISITE	1. THE INTERN MUST BE ABLE TO WRITE AN OBJECTIVE, 2. HE MUST KNOW WHERE TO FIND NEEDED MATERIAL	02531 21
		02531 22
*EXPERIENCE	THE TRAINEE WILL BE ASSIGNED TO AN ACTUAL CLASSROOM, HE WILL BE ASKED TO TEACH A LESSON TO THE PUPILS, HE WILL SPECIFY HIS OBJECTIVES FOR THE LESSON, SELECT THE CONTENT FOR THE LESS, AND DECIDE ON THE OPERATIONS FOR ACHIEVING HIS OBJECTIVE, HE WILL THEN BE VIDEO-TAPED AS HE TEACHES THIS LESSON TO THE CLASS, THE TRAINEE, TOGETHER WITH THE INSTRUCTOR, WILL VIEW THE VIDEO TAPE IN ORDER THAT THE INSTRUCTOR MAY PROVIDE THE TRAINEE WITH FEEDBACK,	02531 11
		02531 12
		02531 13
		02531 14
		02531 15
		02531 16
		02531 17
		02531 18
*SETTING	LARGE GROUP SCHOOL	02531 10
*MATERIALS	ACTUAL CLASS VIDEO TAPE EQUIPMENT	02531 5
*LEVEL	ALL GRADES	02531 8
*GENERAL	ALL CANDIDATES	02531 7
*HOURS	3	02531 6
*EVALUATION	INSTRUCTOR JUDGMENT	02531 23
*FILE	CONTENT PRODUCTS OPERATIONS	02531 9

*OBJECTIVES	TO SPECIFY AN INSTRUCTIONAL OBJECTIVE THAT IS APPROPRIATE BEHAVIOR FOR A SPECIFIED LEARNING VARIABLES	02532 22
		02532 23
*PREREQUISITE	HE MUST BE ABLE TO WRITE AN INSTRUCTIONAL OBJECTIVE, STATING TERMINAL BEHAVIOR, CONDITIONS AND LOWER LIMITS OF OF CRITERIA,	02532 24
		02532 25
*EXPERIENCE	THE TRAINEE STRUCTURE A HYPOTHETICAL INSTRUCTIONAL EXPERIENCE BY SPECIFYING LEARNER CHARACTERISTICS 2E.G., AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA 2E.G., MATH, FRACTIONS MULTIPLICATIONS, ETC., AND ENVIRONMENT, HE THEN WRITES AN INSTRUCTIONAL OBJECTIVE FOR THIS SITUATION IN WHICH HE STATES THE TERMINAL BEHAVIOR IN UNAMBIGUOUS, OPERATIONAL TERMS, DESCRIBES THE CONDITIONS, UNDER WHICH THE BEHAVIOR WILL BE EXPECTED TO OCCUR AND SPECIFIES THE CRITERION ACCEPTABLE LOWER LIMITS OF PERFORMANCE, HE RECEIVES FEEDBACK FROM HIS INSTRUCTOR AS TO THE APPROPRIATENESS OF THE OBJECTIVE,	02532 11
		02532 12
		02532 13
		02532 14
		02532 15
		02532 16
		02532 17
		02532 18
		02532 19
		02532 20
		02532 21
*SETTING	INDEPENDENT COLLEGE	02532 10
*MATERIALS	NONE	02532 5
*LEVEL	ALL GRADES	02532 8
*GENERAL	ALL CANDIDATES	02532 7
*HOURS	1	02532 6
*EVALUATION	INSTRUCTOR DECISION	02532 27
*FILE	INSTRUCTIONAL OBJECTIVE BLANK BLANK	02532 9

*OBJECTIVES	TO WRITE AN APPROPRIATE INSTRUCTIONAL OBJECTIVE TO MEET THE VARIABLES OF THE LEARNING SITUATION	02533 23
		02533 24
*PREREQUISITE	1. THE LEARNER MUST BE ABLE TO DEFINE AN INSTRUCTIONAL OBJECTIVE, STATING TERMINAL BEHAVIOR, CONDITIONS AND LOWER LIMITS OF CRITERIA	02533 25
		02533 26
		02533 27
*EXPERIENCE	THE TRAINEE WILL BE ASSIGNED A HYPOTHETICAL INSTRUCTIONAL SITUATION WHICH SPECIFIES LEARNER CHARACTERISTICS 2E.G., AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA 2E.G., FRACTIONS, ETC., AND ENVIRONMENT, HE WILL ALSO BE GIVEN A ROUGH OUTLINE OF A UNIT PLAN AND ONE DAY'S LESSON PLAN	02533 11
		02533 12
		02533 13
		02533 14
		02533 15

	FROM WITHIN THAT UNIT, THE TRAINEE WILL WRITE AN	02533	16
	INSTRUCTIONAL OBJECTIVE APPROPRIATE TO THE MATERIALS HE	02533	17
	HAS BEEN GIVEN, THE OBJECTIVE SHOULD STATE THE EXPECTED	02533	18
	TERMINAL BEHAVIOR IN UNAMBIGUOUS OPERATIONAL TERMS,	02533	19
	DESCRIBE THE CONDITIONS UNDER WHICH THE BEHAVIOR WILL BE	02533	20
	EXPECTED TO OCCUR, AND SPECIFY THE CRITERION OF ACCEPTABLE	02533	21
	LOWER LIMITS OF PERFORMANCE,	02533	22
*SETTING	BLANK COLLEGE	02533	10
*MATERIALS	CLASSROOM DATA	02533	5
*LEVEL	BLANK	02533	8
*GENERAL	BLANK	02533	7
*HOURS	3/4	02533	6
*EVALUATION	INSTRUCTOR DECISION,	02533	28
*FILE	INSTRUCTIONAL OBJECTIVE BLANK BLANK	02533	9

*EXPERIENCE	THE TRAINEE, WILL SELECT A PARTICULAR LESSON AND WRITE UP	02534	11
	THE INSTRUCTIONAL OBJECTIVES FOR THAT LESSON, HE WILL	02534	12
	THEN LIST THE PREREQUISITES THAT THE PUPIL MUST HAVE IN	02534	13
	ORDER TO ACHIEVE THESE OBJECTIVES, HE WILL RECEIVE	02534	14
	FEEDBACK FROM THE INSTRUCTOR AS TO THE CORRECTNESS OF HIS	02534	15
	DESIGNED PREREQUISITE,	02534	16
*EXPERIENCE	THE TRAINN	02534	
*SETTING	INDEPENDENT SCHOOL	02534	10
*MATERIALS	NONE	02534	5
*LEVEL	ALL GRADES	02534	8
*GENERAL	ALL CANDIDATES	02534	7
*HOURS	1/4	02534	6
*OBJECTIVES	TO SELECT PREREQUISITES WHICH WOULD PERMIT THE LEARNING OF	02534	17
	AN OBJECTIVE,	02534	18
*PREREQUISITE	1. KNOWLEDGE OF LEARNING VARIATIES,	02534	19
*EVALUATION	INSTRUCTOR DECISION	02534	20
*FILE	PREREQUISITE READINESS BLANK	02534	9

*OBJECTIVES	TO IDENTIFY WHICH PREREQUISITES WOULD PERMIT THE LEARNING	02535	16
	OF AN OBJECTIVE,	02535	17
*PREREQUISITE	1. KNOWLEDGE OF LEARNING VARIATIES	02535	18
*EXPERIENCE	THE TRAINEE IS GIVEN A LIST OF INSTRUCTIONAL OBJECTIVES	02535	11
	HE IS TO LIST THE PREREQUISITES NEEDED IN ORDER FOR A	02535	12
	PUPIL TO ACHIEVE THE OBJECTIVE, THE TRAINEE WILL RECEIVE	02535	13
	FEEDBACK FROM HIS INSTRUCTOR AS TO THE APPROPRIATENESS OF	02535	14
	HIS CHOICE OF PREREQUISITES,	02535	15
*SETTING	INDEPENDENT COLLEGE	02535	10
*MATERIALS	NONE	02535	5
*LEVEL	ALL GRADES	02535	8
*GENERAL	ALL CANDIDATES	02535	7
*HOURS	1/2	02535	6
*EVALUATION	INSTRUCTOR DECISION	02535	18
*FILE	PREREQUISITE READINESS BLANK	02535	9

*OBJECTIVES	1. TO ARRANGE CONTENT UNITS IN A LOGICAL AND	02536	20
	PEDAGOGICALLY REASONABLE ORDER,	02536	21
*PREREQUISITE	NONE	02536	22
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING, A, STRUCTURE A	02536	11
	HYPOTHETICAL SITUATION BY SPECIFYING LEARNER	02536	12
	CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,	02536	13
	B, ARRANGE AND SEQUENCE A SERIES OF CONTENT UNITS, C,	02536	14
	DEFEND SOME ARRANGEMENT ON LOGICAL, PEDAGOGICAL, AND	02536	15

	SEQUENTIAL GROUNDS, 2. THE INSTRUCTOR AND THE TRAINEE	02536 16
	WILL THEN CONFER CONCERNING THE APPROPRIATENESS OF THE	02536 18
	TRAINEES PLAN, FEEDBACK WILL BE PROVIDED,	02536 19
*SETTING	INDEPENDENT COLLEGE	02536 10
*MATERIALS	NONE	02536 5
*LEVEL	ALL GRADES	02536 8
*GENERAL	ALL CANDIDATES	02536 7
*HOURS	1	02536 6
*EVALUATION	INSTRUCTOR JUDGMENT	02536 23
*FILE	BLANK SUBSTANTIVE SEQUENCING	02536 9

*OBJECTIVES	1. TO ARRANGE CONTENT UNITS IN A LOGICAL AND	02537 20
	PEDAGOGICALLY REASONABLE ORDER,	02537 21
*PREREQUISITE	2536	02537 22
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL	02537 11
	INSTRUCTIONAL SITUATION SPECIFYING LEARNER	02537 12
	CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,	02537 13
	2. INSTRUCTOR SPECIFIES A NUMBER OF CONTENT UNITS, 3,	02537 14
	THE TRAINEE MUST THEN ARRANGE THE CONTENT UNITS IN A	02537 15
	PEDAGOGICALLY REASONABLE ORDER AND, IN WRITING, STATE HIS	02537 16
	HIS REASONS FOR THE PARTICULAR SEQUENCE THAT WAS CHOSEN,	02537 17
	4. THE INSTRUCTOR REVIEWS THE TRAINEES WORK AND PROVIDES	02537 18
	APPROPRIATE FEEDBACK,	02537 19
*SETTING	INDEPENDENT COLLEGE	02537 10
*MATERIALS	BLANK	02537 5
*LEVEL	ALL GRADES	02537 8
*GENERAL	ALL CANDIDATES	02537 7
*HOURS	1	02537 6
*EVALUATION	INSTRUCTOR JUDGMENT	02537 23
*FILE	BLANK SUBSTANTIVE SEQUENCING	02537 9

*OBJECTIVE	1. TO WRITE AN INSTRUCTIONAL OBJECTIVE, STATING THE	02538 21
	EXPECTED TERMINAL BEHAVIOR IN UNAMBIGUOUS, OPERATIONAL	02538 22
	TERMS, WITH CONDITIONS OBJECTIVELY STATED AND CRITERIA FOR	02538 23
	LOWER LIMITS SPECIFIED,	02538 24
*PREREQUISITE	NONE	02538 25
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING, A. STRUCTURE A	02538 11
	HYPOTHETICAL SITUATION BY SPECIFYING LEARNER	02538 12
	CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,	02538 13
	B. COMPOSE AN INSTRUCTIONAL OBJECTIVE FOR THIS	02538 14
	HYPOTHETICAL SITUATION, INCLUDING AN UNAMBIGUOUS STATEMENT	02538 15
	OF THE CONDITIONS UNDER WHICH THE OBJECTIVE WILL BE	02538 16
	ACHIEVED, THE MINIMUM CRITERION FOR ACCEPTANCE, AND THE	02538 17
	EXPECTED TERMINAL BEHAVIOR STATED IN MEASURABLE TERMS,	02538 18
	2. THE INSTRUCTOR WILL REVIEW THE TRAINEES OBJECTIVE AND	02538 19
	PROVIDE RELEVANT FEEDBACK,	02538 20
*SETTING	INDEPENDENT SCHOOL	02538 10
*MATERIALS	BLANK	02538 5
*LEVEL	ALL GRADES	02538 8
*GENERAL	ALL CANDIDATES	02538 7
*HOURS	1/2	02538 6
*EVALUATION	INSTRUCTOR JUDGMENT	02538 26
*FILE	BLANK SUBSTANTIVE INSTRUCTIONAL OBJECTIVE	02538 9

*OBJECTIVES	1. TO WRITE AN INSTRUCTIONAL OBJECTIVE, STATING THE	02539 25
	EXPECTED TERMINAL BEHAVIOR IN UNAMBIGUOUS OPERATIONAL	02539 26
	TERMS WITH CONDITIONS OBJECTIVELY STATED AND CRITERIA FOR	02539 27
	LOWER LIMITS SPECIFIED,	02539 28

*PREREQUISITE	2538	02539 29
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL INSTRUCTIONAL SITUATION SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT,	02539 11
	2. THE TRAINEE THEN TAKES THE GENERAL OBJECTIVES SUPPLIED BY THE INSTRUCTOR AND PUTS THEM INTO BEHAVIORAL TERMS, INCLUDING UNAMBIGUOUS STATEMENTS OF THE CONDITIONS UNDER WHICH EACH OBJECTIVE WILL BE ACHIEVED, THE MINIMUM CRITERION OF ACCEPTANCE, AND THE EXPECTED TERMINAL BEHAVIOR, 3. EACH TRAINEE CHOOSES ONE OBJECTIVE TO GIVE TO HIS CLASSMATES, THE CLASSMATES RESPOND IN WRITING EXACTLY WHAT IT IS THAT THEY PERCEIVE THE OBJECTIVE TO BE CALLING FOR, 4. THE INSTRUCTOR REVIEWS THE TRAINEES OBJECTIVES AS WELL AS THE TRAINEES CLASSMATES RESPONSES AND SUPPLIES APPROPRIATE FEEDBACK,	02539 12 02539 13 02539 14 02539 15 02539 16 02539 17 02539 18 02539 19 02539 20 02539 21 02539 22 02539 23 02539 24
*SETTING	INDEPENDENT SCHOOL	02539 10
*MATERIALS	BLANK	02539 5
*LEVEL	ALL GRADES	02539 8
*GENERAL	ALL CANDIDATES	02539 7
*HOURS	2	02539 6
*EVALUATION	INSTRUCTOR JUDGMENT	02539 30
*FILE	BLANK SUBSTANTIVE INSTRUCTIONAL OBJECTIVE	02539 9

*OBJECTIVES	1. TO DESIGN LEARNING CONDITIONS SO THAT PUPILS ARE MOST APT TO ACQUIRE THE SUBJECT MATTER FROM SPECIFIED CONTENT UNITS,	02540 21 02540 22 02540 23
*PREREQUISITE	NONE	02540 24
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING: A, STRUCTURE A HYPOTHETICAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, B, CHOOSE A SPECIFIED CONTENT UNIT, C, DESIGNATE THE OPTIMAL LEARNING CONDITIONS UNDER WHICH THE SPECIFIED CONTENT UNIT BE TAUGHT, THIS WILL INVOLVE SPECIFYING IN-CLASS VARIABLES AND HYPOTHESIZING ABOUT THEIR RELATIONSHIP TO THE LEARNING PROCESS, 2) THE INSTRUCTOR AND THE TRAINEE WILL REVIEW THE WORK AND FEEDBACK WILL BE PROVIDED BY THE INSTRUCTOR,	02540 11 02540 12 02540 13 02540 14 02540 15 02540 16 02540 17 02540 18 02540 19 02540 20
*SETTING	INDEPENDENT SCHOOL	02540 10
*MATERIALS	NONE	02540 5
*LEVEL	ALL GRADES	02540 8
*GENERAL	ALL CANDIDATES	02540 7
*HOURS	1/2	02540 6
*INSTRUCTOR JUDGMENT		02540 29
*FILE	BLANK SUBSTANTIVE LEARNING	02540 9

*OBJECTIVES	1. TO DESIGN LEARNING CONDITIONS SO THAT PUPILS ARE MOST APT TO ASSIMILATE THE SUBJECT MATTER OF SPECIFIED CONTENT UNITS,	02541 18 02541 19 02541 20
*PREREQUISITE	MODULE 2540	02541 21
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL INSTRUCTIONAL SITUATION SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA AND SPECIFIED CONTENT UNIT, OBJECTIVES AND ENVIRONMENT, 2. THE TRAINEE THEN, IN WRITING, DESIGNATES THE OPTIMAL LEARNING CONDITIONS UNDER WHICH THE SPECIFIED CONTENT UNIT SHOULD BE TAUGHT, 3. THE INSTRUCTOR REVIEWS THE WORK AND SUPPLIES RELEVANT FEEDBACK,	02541 11 02541 12 02541 13 02541 14 02541 15 02541 16 02541 17
*SETTING	INDEPENDENT SCHOOL	02541 10
*MATERIALS	NONE	02541 5
*LEVEL	ALL GRADES	02541 8

*GENERAL	ALL CANDIDATES	02541	7
*HOURS	1	02541	6
*EVALUATION	INSTRUCTOR JUDGMENT	02541	22
*FILE	BLANK SUBSTANTIVE LEARNING	02541	9
*OBJECTIVES	1. TO ORDER LEARNER ACTIVITIES IN ACCORDANCE WITH RELEVANT PRINCIPLES OF MOTIVATION IN ORDER TO INSURE OPTIMUM VARIETY AND CONTINUITY IN THEIR PRESENTATION,	02542	22
		02542	23
		02542	24
*PREREQUISITE	STUDIES IN HUMAN LEARNING	02542	25
*EXPERIENCE	1. THE TRAINEE WILL, IN WRITING: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREAS, OBJECTIVES AND ENVIRONMENT, B, CHOOSE A SPECIFIED NUMBER OF PUPIL TASKS THAT CONFORM TO THE OBJECTIVES, C, ORDER THE PUPIL ACTIVITIES AND SUBJECT MATTER TASKS IN A SEQUENCE THAT ASSURES OPTIMAL STUDENT ATTENTIVENESS AND SELF-MOTIVATION, D. STATE THE RELEVANT PRINCIPLES OF MOTIVATION THAT LED HIM TO ORDER THE ACTIVITIES AND TASKS IN THIS MANNER, 2, THE INSTRUCTOR AND THE TRAINEE WILL REVIEW THE WORK AND APPROPRIATE FEEDBACK PROVIDED,	02542	11
		02542	12
		02542	13
		02542	14
		02542	15
		02542	16
		02542	17
		02542	18
		02542	19
		02542	20
		02542	21
*SETTING	INDEPENDENT SCHOOL	02542	10
*MATERIALS	NONE	02542	5
*LEVEL	ALL GRADES	02542	8
*GENERAL	ALL CANDIDATES	02542	7
*HOURS	1	02542	6
*EVALUATION	INSTRUCTOR JUDGMENT,	02542	26
*FILE	BLANK SUBSTANTIVE ORDERING LEARNER ACTIVITIES	02542	9
*OBJECTIVES	1. TO ORDER LEARNER ACTIVITIES IN ACCORDANCE WITH RELEVANT PRINCIPLES OF MOTIVATION IN ORDER TO INSURE OPTIMUM VARIETY AND CONTINUITY IN THEIR PRESENTATION,	02543	19
		02543	20
		02543	21
*PREREQUISITE	2542	02543	22
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A WRITTEN HYPOTHETICAL INSTRUCTIONAL SITUATION WITH LEARNER CHARACTERISTICS, CONTENT AREAS, OBJECTIVES AND ENVIRONMENT SPECIFIED, 2, THE TRAINEE IS TO SPECIFY AND ORDER A NUMBER OF PUPIL TASKS THAT CONFORM TO THE OBJECTIVES, HE IS TO WRITE THIS UP IN THE FORM OF A FORMAL LESSON PLAN, 3, THE INSTRUCTOR EVALUATES THE LESSON PLAN AND PROVIDES RELEVANT FEEDBACK,	02543	11
		02543	12
		02543	13
		02543	14
		02543	15
		02543	16
		02543	17
		02543	18
*SETTING	INDEPENDENT COLLEGE	02543	10
*MATERIALS	NONE	02543	5
*LEVEL	ALL GRADES	02543	8
*GENERAL	ALL CANDIDATES	02543	7
*HOURS	1	02543	6
*EVALUATION	INSTRUCTOR JUDGMENT	02543	23
*FILE	BLANK SUBSTANTIVE ORDERING LEARNER ACTIVITIES	02543	9
*OBJECTIVES	TO WRITE TEST ITEMS THAT ARE APPROPRIATE AND COMPREHENSIVE,	02544	22
		02544	23
*PREREQUISITE	1. THE TRAINEE IS ABLE TO WRITE INSTRUCTIONAL OBJECTIVES,	02544	24
*EXPERIENCE	THE TRAINEE WILL STRUCTURE CLASSROOM SITUATION BY SPECIFYING LEARNER CHARACTERISTICS RE, G, AGE, ABILITY LEVEL, BACKGROUND, ETC., HE WILL SELECT A PARTICULAR CONTENT AREA AND A PARTICULAR UNIT WITHIN THAT CONTENT AREA, HE WILL LIST THE OBJECTIVES FOR THE PARTICULAR UNIT, HE WILL THEN CONSTRUCT AN INSTRUMENT WHICH COULD BE USED IN HIS HYPOTHETICAL CLASSROOM TO EVALUATE WHETHER THE	02544	11
		02544	12
		02544	13
		02544	14
		02544	15
		02544	16
		02544	17

	PUPILS HAD ACHIEVED THE INSTRUCTIONAL OBJECTIVES HE SPECIFIED, THE INSTRUCTOR WILL SUPPLY THE TRAINEE WITH FEEDBACK REGARDING THE APPROPRIATENESS AND COMPREHENSIVENESS OF THE TEST INSTRUMENT,	02544 18
		02544 19
		02544 20
		02544 21
*SETTING	INDEPENDENT COLLEGE	02544 10
*MATERIALS	NONE	02544 5
*LEVEL	ALL GRADES	02544 8
*GENERAL	ALL CANDIDATES	02544 7
*HOURS	2	02544 6
*EVALUATION	INSTRUCTOR DECISION,	02544 25
*FILE	TEST EVALUATION BLANK	02544 9
*OBJECTIVES	1. TO BE ABLE TO KEEP INFORMED REGARDING RESEARCH AND DEVELOPMENT RELEVANT TO THE CONTENT, PRODUCTS AND OPERATIONS IN SPECIFIC SUBJECT MATTER AREAS,	02546 21
		02546 22
		02546 23
*PREREQUISITE	NONE	02546 24
*EXPERIENCE	1. THE TRAINEE WILL ORGANIZE IN GROUPS OF TEN, EACH GROUP WILL: A, STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES, AND ENVIRONMENT, B, DETERMINE RELEVANT JOURNALS FOR KEEPING ABREAST IN INSTRUCTION IN THEIR CHOSEN AREA, C, MEET ONCE A MONTH FOR A PERIOD OF 3 MONTHS, EACH MEETING BEING RECORDED ON VIDEOTAPE, AT THESE MEETINGS RELEVANT INSTRUCTIONAL INNOVATIONS AND RESEARCH WILL BE DISCUSSED, 2. THE INSTRUCTOR WILL VIEW THE TAPES AND PROVIDE RELEVANT FEEDBACK TO EACH GROUP,	02546 11
		02546 12
		02546 13
		02546 14
		02546 15
		02546 16
		02546 17
		02546 18
		02546 19
		02546 20
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	02546 10
*MATERIALS	1. VIDEO TAPING EQUIPMENT,	02546 5
*LEVEL	ALL GRADES	02546 8
*GENERAL	ALL CANDIDATES	02546 7
*HOURS	12	02546 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02546 25
*FILE	BLANK SUBSTANTIVE KEEPING INFORMED	02546 9
*OBJECTIVES	1. TO BE ABLE TO KEEP INFORMED REGARDING RESEARCH AND DEVELOPMENT RELEVANT TO THE CONTENT PRODUCTS AND OPERATIONS IN SPECIFIC SUBJECT MATTER AREAS,	02547 24
		02547 25
		02547 26
*PREREQUISITE	MODULE 2546	02547 27
*EXPERIENCE	1. THE TRAINEES WILL ORGANIZE IN GROUPS OF TEN, 2. THE INSTRUCTOR WILL PROVIDE EACH GROUP WITH A WRITTEN HYPOTHETICAL INSTRUCTIONAL SITUATION WITH LEARNER CHARACTERISTICS, CONTENT AREA, OBJECTIVES AND ENVIRONMENT SPECIFIED, 3. EACH GROUP WILL BE INSTRUCTED TO BECOME FAMILIAR WITH AND KEEP ABREAST OF RELEVANT RESEARCH AND DEVELOPMENT IN PSYCHOLOGY WHICH RELATES TO THEIR HYPOTHETICAL AREA, 4. EACH GROUP WILL MEET ONCE A MONTH FOR A PERIOD OF 6 MONTHS, EACH MEETING BEING RECORDED ON VIDEO TAPE, AT THESE MEETINGS RELEVANT PSYCHOLOGICAL RESEARCH WILL BE DISCUSSED AS WELL AS SOURCES OF INFORMATION, 5. THE INSTRUCTOR WILL VIEW THE TAPES AND PROVIDE RELEVANT FEEDBACK TO EACH GROUP,	02547 11
		02547 12
		02547 13
		02547 14
		02547 15
		02547 16
		02547 17
		02547 18
		02547 19
		02547 20
		02547 21
		02547 22
		02547 23
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	02547 10
*MATERIALS	1. VIDEO TAPING EQUIPMENT	02547 5
*LEVEL	ALL GRADES	02547 8
*GENERAL	ALL CANDIDATES	02547 7
*HOURS	24	02547 6
*EVALUATION	INSTRUCTOR JUDGMENT	02547 28
*FILE	BLANK SUBSTANTIVE KEEPING INFORMED	02547 9

*OBJECTIVES	TO BE ABLE TO READ AND ANALYZE DATA ON PUPIL CHARACTERISTICS AND ABILITIES--STUDYING AND INTERPRETING SUCH DATA AS THAT OBTAINED FROM INDIVIDUAL PUPIL RECORDS, TEST RESULTS, DIAGNOSTIC REPORTS, ETC., FOR CUES REGARDING INDIVIDUAL LEARNERS AND LEARNING STYLES,	02548 26 02548 27 02548 28 02548 29 02548 30
*PREREQUISITE	2547	02548 31
*EXPERIENCE	1. THE TRAINEE WILL PROVIDED THE FOLLOWING INFORMATION REGARDING EACH OF 5 PUPILS: STUDENTS AND THE TEACHER, B. VIDEO-TAPED INTERVIEWS WITH EACH PUPIL WHICH WILL DWELL ON SUCH TOPICS AS HIS ATTITUDES TOWARD HIMSELF, HIS CLASSMATES AND SCHOOL FUNCTIONS IN GENERAL, C. A FILE FOLDER OF PUPIL-RELATED DATA INCLUDING ANECDOTAL RECORDS, TEST RESULTS, DIAGNOSTIC REPORTS, ETC, WHICH INDICATE INDIVIDUAL CHARACTERISTICS 2. THE TRAINEE IS TO READ AND ANALYZE THE DATA ON PUPIL CHARACTERISTICS AND ABILITIES--STUDYING AND INTERPRETING THIS DATA FOR CUES REGARDING INDIVIDUAL LEARNING STYLES, 3. HE IS THEN TO WRITE A REPORT FOR EACH STUDENT INDICATING HOW HE WOULD INTERACT WITH EACH CHILD, GIVEN THIS INFORMATION, 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS EXPERIENCE,	02548 11 02548 12 02548 13 02548 14 02548 15 02548 16 02548 17 02548 18 02548 19 02548 20 02548 21 02548 22 02548 23 02548 24 02548 25
*SETTING	INDEPENDENT SCHOOL	02548 10
*MATERIALS	1. A-V LABORATORY WITH VIDEO-TAPE EQUIPMENT, 2. VIDEO TAPES OF 5 PUPILS INTERACTING IN THEIR NORMAL CLASSROOM ENVIRONMENT, 3. TAPED INTERVIEWS WITH EACH PUPIL,	02548 5 02548 02548
*LEVEL	ALL GRADES	02548 8
*GENERAL	ALL CANDIDATES	02548 7
*HOURS	3	02548 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02548 32
*FILE	BLANK CLASSROOM RESEARCH READING PUPIL DATA	02548 9

*OBJECTIVES	TO ANALYZE DATA ON PUPIL CHARACTERISTICS AND ABILITIES, TO RECOGNIZE WHERE REFERRAL IS APPROPRIATE,	02549 32 02549 33
PREREQUISITE	MINOR STATISTICAL KNOWLEDGE, MINOR KNOWLEDGE IN TESTING ≥STANDARD, KNOWLEDGE OF REFERRAL POSSIBILITIES, REALIZATION THAT TESTING IS FAR FROM INFALLABLE, REALIZATION THAT BEHAVIOR IS MULTICAUSAL, REALIZATION THAT MORE KNOWLEDGE IS NEEDED IN INTERPRETING STANDARDIZED TESTS THAN MOST TEACHERS HAVE,	02549 34 02549 35 02549 36 02549 37 02549 38
EXPERIENCE	THE TRAINEE WILL BE GIVEN THE FOLLOWING INFORMATION ABOUT A HYPOTHETICAL PUPIL: 1. STANDARDIZED ABILITY OR INTELLIGENCE TEST SCORES, I.E. WAIS 2. STANDARDIZED ACHIEVEMENT AND ABILITY TEST SCORES, I.E. ITED, DIAGNOSTIC READING TEST, ITPA 3. PERSONALITY OR INTEREST INFORMATION 2TESTS OF THIS NATURE ARE NOT USUALLY APPLICABLE TO PERSONS BELOW 18 YRS 4. DEMOGRAPHIC DISCRIPTIVE AND PERSONAL INFORMATION, AGE, SES, RACE AND ETHIC BACKGROUND, FATER-MOTHERS OCCUPATION AND EDUCATION ETC. 5. REPORT ON PAST ACADEMIC ACHIEVEMENT, 6. REPORT FROM CLINICAL OR SCHOOL PSYCHOLOGIST 7. REPORT FROM SCHOOL CONSELOR 8. REPORT FROM SCHOOL NURSE OR DOCTOR. THE TRAINEE WILL STRUCTURE THE INFORMATION AND ANSWER THE FOLLOWING QUESTIONS: 1. DOES THE STUDENT HAVE ANY ACADEMIC PROBLEMS^ IS HE WORKING ABOVE, AT, OR BELOW HIS RECORDED ABILITY, LEVEL^ 2. WHERE MIGHT A POSSIBLE DEFICIENCY OR EFFICIENCY ORIGINATE^ 3. HOW WOULD THE TRAINEE REMEDIATE THE PROBLEM^ SHOULD THE PUPIL BE REFERRED FOR HELP, 4. IS THERE ANY DATA THE TRAINEE DOESNST UNDERSTAND, DOES HE FEEL THAT MORE SPECIALIZED ASSISTANCE IS NEEDED TO ASSESS PUPIL POSSIBILITIES,	02549 39 02549 11 02549 12 02549 13 02549 14 02549 15 02549 16 02549 17 02549 18 02549 19 02549 20 02549 21 02549 22 02549 23 02549 24 02549 25 02549 25 02549 26 02549 27 02549 28 02549 29 02549 30

	FEEDBACK WILL BE PROVIDED BY THE INSTRUCTOR,	02549 31
*SETTING	INDEPENDENT SCHOOL	02549 10
*MATERIALS	DATA ON HYPOTHETICAL PUPIL,	02549 5
*LEVEL	ALL GRADES	02549 8
*GENERAL	ALL CANDIDATES	02549 7
*HOURS	2	02549 6
*EVALUATION	INSTRUCTOR JUDGMENT	02549 40
*FILE	PUPIL DATA RECORDS BLANK	02549 9

*OBJECTIVES	TO INTERACT WITH SCHOOL RELATED PERSONS, 2, TO USE	02550 23
	SOCIOMETRIC TECHNIQUES,	02550 24
*PREREQUISITE	KNOWLEDGE OF SOCIOMETRIC TECHNIQUES ABILITY, TO INTERVIEW	02550 25
	AND INTERACT,	02550 26
*EXPERIENCE	THE TRAINEE IS ASSIGNED A PUPIL IN A REAL SCHOOL	02550 11
	SITUATION THROUGH THE FOLLOWING METHODS, HE ATTEMPTS TO	02550 12
	ASSESS THIS PUPIL'S INTERACTIONAL STATUS: 1, SOCIOMETRIC	02550 13
	TECHNIQUES 2, INTERVIEWS WITH TEACHERS, ADMINISTRATORS,	02550 14
	LIBRARIANS, COUNSELORS, AND PUPIL, 3, VIDEO TAPES OF	02550 15
	PUPIL IN ACTUAL INTERACTIONAL SITUATIONS, TRAINEE WOULD	02550 16
	THEN BE GIVEN A SUMMARY OF THE PUPIL'S EDUCATIONAL,	02550 17
	PHYSICAL, PSYCHOLOGICAL AND SOCIAL BACKGROUND, HE WOULD	02550 18
	THEN BE ASKED TO DETERMINE IF ANY ACADEMIC PROBLEM	02550 19
	EXISTED AND WHETHER IT COULD BE A RESULT OF INTERACTIONAL	02550 20
	DEFICIENCIES, FEEDBACK WOULD COME AS A RESULT OF	02550 21
	AGREEMENT OR DISAGREEMENT WITH INSTRUCTOR,	02550 22
*SETTING	OTHER *SPECIFY* FIELD SCHOOL	02550 10
*MATERIALS	VIDEO TAPE OF PUPIL	02550 5
*LEVEL	ALL GRADES	02550 8
*GENERAL	ALL CANDIDATES	02550 7
*HOURS	4	02550 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02550 27
*FILE	SCHOOL RELATED PERSONS SOCIOMETRIC TECHNIQUES BLANK	02550 9

	1. TO BE ABLE TO INTERACT WITH SCHOOL RELATED PERSONS,	02551 24
	DISCUSSING INSTRUCTIONAL VARIABLES WITH STUDENTS,	02551 25
	TEACHERS, LIBRARIANS, PARENTS, COMMUNITY RESOURCES, ETC,	02551 26
	2. TO BE AWARE OF THE NEED FOR AND CAPABLE OF UTILIZING	02551 27
	INTERACTION WITH SCHOOL RELATED PERSONS IN DETERMINING	02551 28
	INSTRUCTIONAL VARIABLES,	02551 29
*PREREQUISITE	2550	02551 30
*EXPERIENCE	1. THE TRAINEE WILL BE GIVEN A DESCRIPTION OF THE SCHOOL	02551 11
	SITUATION IN WHICH THE FIVE STUDENTS ANALYZED IN MODULE 36	02551 12
	36 FUNCTION, INCLUDING SCHOOL ENVIRONMENT AND RESOURCES,	02551 13
	CONSULATIVE ADMINISTRATION, COMMUNITY CHARACTERISTICS AND	02551 14
	RESOURCES, ETC, 2, THE TRAINEE IS TO INDICATE THE	02551 15
	INSTRUCTIONAL VARIABLES THAT WOULD BE MOST IMMEDIATELY	02551 16
	AFFECTED BY THE SCHOOL SITUATION, 3, HE IS THEN TO	02551 17
	SUGGEST METHODS FOR INTERACTING WITH STUDENTS, TEACHERS,	02551 18
	LIBRARIANS, PARENTS, COMMUNITY AGENCIES, COUNSELORS AND	02551 19
	OTHER SCHOOL RELATED PERSONS IN ORDER TO DISCUSS AND	02551 20
	GATHER DATA ON THE INSTRUCTIONAL VARIABLES AFFECTING THESE	02551 21
	FIVE PUPILS, 4, THE INSTRUCTOR WILL PROVIDE FEEDBACK	02551 22
	REGARDING THIS PRACTICE TEACHING EXERCISE,	02551 23
*SETTING	INDEPENDENT SCHOOL	02551 10
*MATERIALS	MIMEOGRAPHED DESCRIPTION OF THE SCHOOL SITUATION IN WHICH	02551 5
	THE FIVE PUPILS ANALYZED IN MODULE 36 FUNCTION,	02551
*LEVEL	ALL GRADES	02551 8
*GENERAL	ALL CANDIDATES	02551 7

*HOURS	1	02551 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02551 31
*FILE	BLANK CLASSROOM RESEARCH DETERMINING INSTRUCTIONAL VARIABLES	02551 9
		02551
*OBJECTIVES	TO BE ABLE TO READ AND ANALYZE PUPIL PRODUCTS, STUDYING RESULTS OF STUDENT'S WORK ON ASSIGNED AND/OR SELECTED TASKS FOR DIAGNOSING LEARNER CAPABILITIES AND/OR POSSIBLE PROBLEMS IN TASK PERFORMANCE AND OBJECTIVE ATTAINMENT.	02552 24 02552 25 02552 26 02552 27
*PREREQUISITE	2551	02552 28
*EXPERIENCE	1. THE TRAINEE IS PROVIDED WITH THE WRITTEN RESULTS OF ONE WEEK'S IN THE NORMAL CLASSROOM SETTING FOR EACH OF THE FIVE PUPILS ANALYZED IN MODULE 36. 2. THE TRAINEE IS TO READ AND ANALYZE THE PUPIL'S PRODUCTS, STUDYING THE RESULTS ON THE ASSIGNED AND/OR SELECTED TASKS FOR LEARNER CAPABILITIES AND/OR POSSIBLE PROBLEMS IN TASK PERFORMANCE AND OBJECTIVE ATTAINMENT. 3. A REPORT IS TO BE PREPARED ON EACH OF THE FIVE PUPILS INDICATING, IN VIEW OF THE DATA ANALYZED IN MODULE 36 AND THE PRODUCTS GIVEN FOR THIS ASSIGNMENT, WHAT FUTURE ACTIONS HE WOULD RECOMMEND FOR HIMSELF IN INTERACTING WITH EACH PUPIL. 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS EXPERIENCE.	02552 11 02552 12 02552 13 02552 14 02552 15 02552 16 02552 17 02552 18 02552 19 02552 20 02552 21 02552 22 02552 23
*SETTING	INDEPENDENT SCHOOL	02552 10
*MATERIALS	1. VIDEO-TAPERS FROM MODULE 36 BE AVAILABLE IN A-V LAB FOR REFERENCE. 2. FILE FOLDERS CONTAINING ONE WEEK'S WORK FOR EACH OF THE FIVE PUPILS TO BE CONSIDERED.	02552 9 02552
*LEVEL	ALL GRADES	02552 8
*GENERAL	ALL CANDIDATES	02552 7
*HOURS	3	02552 6
*EVALUATION	INSTRUCTOR JUDGMENT,	02552 29
*FILE	BLANK CLASSROOM RESEARCH ANALYZING STUDENT WORK	02552 9
*OBJECTIVES	TO DIAGNOSE PROBLEMS IN TASK PERFORMANCE;	02553 31
*PREREQUISITE	BLANK	02553 32
*EXPERIENCE	VIDEO TAPES HAVE BEEN PREPARED OF REAL AND SIMULATED CLASSROOM EXPERIENCES WHERE ONE OR MORE DEFICIENCIES HAVE EITHER MADE TASK AND OBJECTIVE ATTAINMENT DIFFICULT OR IMPOSSIBLE. TRAINEE IS SHOWN THE TAPES AND ASKED TO WRITE DOWN WHICH 2 MORE THAN ONE MAYBE CHOSEN OF THE FOLLOWING SEVEN DEFICITS ARE RESPONSIBLE FOR THE DIFFICULTY. 1. LACK OF TEACHER KNOWLEDGE AND/OR SKILLS 2. LACK OF DISCIPLINE 3. LACK OF PUPIL MOTIVATION 4. LACK OF PREREQUISITE KNOWLEDGE 5. LACK OF PHYSICAL MATURITY 6. LACK OR DEFICIENCY OF MATERIALS 7. LACK OR DEFICIENCY OF PHYSICAL FACILITIES. TRAINEE RESPONSES ARE POLLED AT THE CONCLUSION OF THE EXERCISE FEEDBACK IS MULTIPHASIC 1. TRAINEES ARE ALLOWED TO COMPARE THEIR RESPONSES WITH THOSE OF OTHER STUDENTS. 2. TRAINEES ARE ABLE TO COMPARE THEIR RESPONSES WITH THE ACTUAL BUILT IN DEFICITS WAS RELATED BY THE INSTRUCTOR 3. AN EXTENSION OF THIS EXERCISE WOULD BE ASK STUDENTS WHAT THEY WOULD DO OR WHAT VARIABLES WOULD HAVE TO BE CHANGED TO OVERCOME THE DEFICITS. THESE CAN BE PRESENTED IN ESSAY, ORAL, OR ROLE PLAYING FORMS.	02553 11 02553 12 02553 13 02553 14 02553 15 02553 16 02553 17 02553 18 02553 19 02553 20 02553 21 02553 22 02553 23 02553 24 02553 25 02553 26 02553 27 02553 28 02553 29 02553 30
*SETTING	LARGE GROUP SCHOOL	02553 10
*MATERIALS	VIDEO TAPES OF SIMULATED CLASSROOM EXPERIENCES	02553 5
*LEVEL	ALL GRADES	02553 8
*GENERAL	ALL CANDIDATES	02553 7

*HOURS	1	02553	6
*EVALUATION	1	02553	33
*FILE	DIAGNOSING PUPIL PRODUCTS TASK PERFORMANCE	02553	9

*OBJECTIVES	TO READ AND ANALYZE PUPIL PRODUCTS,	02554	27
PREREQUISITE	KNOWLEDGE IN A SPECIFIC SUBJECT AREA 2IF TEXT IS SUBJECT MATTER RELATED TEXT BOOK	02554	28
		02554	29
*EXPERIENCE	READING AND ANALYZING PUPIL PRODUCTS, THE TRAINEE WOULD BE GIVEN AN AUTO-INSTRUCTIONAL TEXT CONSISTING OF ACTUAL PRODUCTS, INSTRUCTIONS IN AN ENGLISH TEXT WOULD READ AS FOLLOWS: (PRESENTED ON THE FOLLOWING PAGES ARE STUDENT PRODUCTS, JUDGE EACH PRODUCT ON SYNTAX, VOCABULARY, SPELLING, AND ABILITY TO RELATE IDEAS, IN RATING, USE AN A- TO E SCALE, WITH A- BEING THE HIGHER END, FOLLOWING THE ASSIGNMENT OF A LETTER GRADE THE REASONS FOR MARKING AS YOU DID, THE SECTIONS PROVIDED FOR MARKING AND EXPLANATIONS ARE PERFORATED, RIP THESE SHEETS OUT AFTER MARKING AND REFER TO PAGE DESIGNATED AT THE BOTTOM OF THE SHEET, COMPARE YOUR MARKS AND EXPLANATIONS WITH THOSE GIVEN BY THE ACTUAL TEACHER, 2TEACHERS HAVE BEEN PREJUDGED AS TO THEIR MASTERY, AN EXAMPLE WILL FOLLOW, A NUMBER OF EXERCISES ON THE SAME SUBJECT MATTER AND LEVEL WILL BE INCLUDED SO AS TO PROVIDE ADEQUATE EXPERIENCE,	02554	11
		02554	12
		02554	13
		02554	14
		02554	15
		02554	16
		02554	17
		02554	18
		02554	19
		02554	20
		02554	21
		02554	22
		02554	23
		02554	24
		02554	25
		02554	26
*SETTING	INDEPENDENT SCHOOL	02554	10
*MATERIALS	AUTO INSTRUCTIONAL TEXT	02554	5
*LEVEL	ALL GRADES	02554	8
*GENERAL	ALL CANDIDATES	02554	7
*HOURS	1	02554	6
*EVALUATION	WITHIN TEXT, COMPARISON WITH TEACHER RESPONSES,	02554	30
*FILE	PUPIL FEEDBACK SELF TEACH ASSIGN GRADES	02554	9

*OBJECTIVES	TO BE ABLE TO SELECT AND PREPARE BOTH DESCRIPTIVE AND PRESCRIPTIVE FEEDBACK FOR STUDENTS, ASSIGNING GRADES, WRITING COMMENTS, SUGGESTING NEW AND/OR REMEDIATING ACTIVITIES THAT WILL MOTIVATE AS WELL AS CLARIFY DIRECTION, TO BE AWARE OF THE NEED TO PROVIDE THE PUPILS WITH DESCRIPTIVE AND PRESCRIPTIVE FEEDBACK,	02555	18
		02555	19
		02555	20
		02555	21
		02555	22
		02555	23
*PREREQUISITE	2554	02555	24
*EXPERIENCE	1. UTILIZING THE INFORMATION PROVIDED IN MODULES 36 AND 38, SELECT AND PREPARE BOTH DESCRIPTIVE AND PRESCRIPTIVE FEEDBACK FOR EACH PUPIL, ASSIGNING GRADES TO THE PRODUCTS GIVEN IN MODULE 38, WRITING COMMENTS, SUGGESTING NEW AND/OR REMEDIATING ACTIVITIES THAT WILL MOTIVATE AS WELL AS CLARIFY DIRECTION, 2. THE INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS EXPERIENCE IN CONFERENCE,	02555	11
		02555	12
		02555	13
		02555	14
		02555	15
		02555	16
		02555	17
*SETTING	INDEPENDENT SCHOOL	02555	10
*MATERIALS	1. VIDEO-TAPES FROM MODULE 36 TO BE AVAILABLE IN A-V LAB FOR REFERENCE, 2. FILE FOLDERS FROM MODULE 38 TO BE AVAILABLE,	02555	5
		02555	
*LEVEL	ALL GRADES	02555	8
*GENERAL	ALL CANDIDATES	02555	7
*HOURS	2	02555	6
EVALUATION	INSTRUCTOR'S JUDGMENT,	02555	25
*FILE	BLANK CLASSROOM RESEARCH PROVIDING STUDENT FEEDBACK	02555	9

*OBJECTIVES	TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS--SPECIFYING ITEMS AND CONSTRUCTING DEVICES FOR OBTAINING SOCIOMETRIC DATA, TO	02556	23
		02556	24
		02556	25

	BE AWARE OF THE NECESSITY FOR DESIGNING MEANS FOR	02556 26
	ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS,	02556 27
*PREREQUISITE	2555	02556 28
*EXPERIENCE	1. THE STUDENT WILL PREPARE THE FOLLOWING ASSIGNMENT	02556 11
	INDEPENDENTLY: A. STRUCTURE A HYPOTHETICAL INSTRUCTIONAL	02556 12
	SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, SUBJECT	02556 13
	AREAS AND ENVIRONMENT. B. PROPOSE SEVERAL MEANS FOR	02556 14
	ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS. C.	02556 15
	SELECT THE BEST MEANS AND RATIONALIZE YOUR SELECTION,	02556 16
	CITING RELEVANT RESEARCH WHERE NECESSARY. D. DESIGN THE	02556 17
	MEANS FOR ACQUIRING DATA ABOUT THE SPECIFIC CLASSROOM	02556 18
	GROUPS--SPECIFYING ITEMS AND CONSTRUCTING DEVICES FOR	02556 19
	OBTAINING SOCIOMETRIC DATA. 2. THE INSTRUCTOR WILL	02556 20
	PROVIDE FEEDBACK REGARDING THIS PRACTICE TEACHING	02556 21
	EXERCISE,	02556 22
*SETTING	INDEPENDENT COLLEGE	02556 10
*MATERIALS	NONE	02556 5
*LEVEL	ALL GRADES	02556 8
*GENERAL	ALL CANDIDATES	02556 7
*HOURS	2	02556 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02556 29
*FILE	BLANK ACQUIRING CLASSROOM DATA CLASSROOM RESEARCH	02556 9

*OBJECTIVES	1. TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT	02557 18
	SPECIFIC CLASSROOM GROUPS, SPECIFYING ITEMS AND	02557 19
	CONSTRUCTING DEVICES FOR OBTAINING SOCIOMETRIC DATA. 2.	02557 20
	TO BE AWARE OF THE NECESSITY FOR DESIGNING MEANS FOR	02557 21
	ACQUIRING DATA ABOUT SPECIFIC CLASSROOM GROUPS,	02557 22
*PREREQUISITE	2556	02557 23
*EXPERIENCE	1. THE TRAINEE WILL VIEW 4-6 VIDEO-TAPED VIGNETTES OF A	02557 11
	SINGLE CLASS INVOLVED IN VARIOUS TASKS, ASSIGNMENTS AND	02557 12
	SITUATIONS. 2. HE IS THEN TO DESIGN MEANS FOR ACQUIRING	02557 13
	DATA ABOUT SPECIFIC GROUPS WITHIN THIS CLASSROOM,	02557 14
	SPECIFYING ITEMS AND CONSTRUCTING DEVICES FOR OBTAINING	02557 15
	SOCIOMETRIC DATA. 3. THE INSTRUCTOR WILL PROVIDE	02557 16
	FEEDBACK REGARDING THE EXPERIENCE,	02557 17
*SETTING	INDEPENDENT COLLEGE	02557 10
*MATERIALS	1. VIDEO-TAPE EQUIPMENT IN AN A-V LABORATORY. 2. TAPED	02557 5
	VIGNETTES OF A CLASS INVOLVED IN VARIOUS TASKS,	02557
	ASSIGNMENTS AND SITUATIONS IN ORDER TO GIVE AN OVERVIEW OF	02557
	CLASS FUNCTIONING	02557
*LEVEL	ALL GRADES	02557 8
*GENERAL	ALL CANDIDATES	02557 7
*HOURS	2	02557 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02557 24
*FILE	BLANK CLASSROOM RESEARCH DESIGNING STUDIES	02557 9

*OBJECTIVES	1. TO BE ABLE TO READ AND ANALYZE RESULTS OF SOCIOMETRIC	02558 20
	MEASURES, STUDYING AND INTERPRETING PUPILS GROUP	02558 21
	BEHAVIORS AS INDICATED BY RESPONSES TO SOCIOGRAM,	02558 22
	ANECDOTAL RECORDS, RECALLED IN-CLASS BEHAVIOR, ETC. 2.	02558 23
	TO BE AWARE OF THE NECESSITY OF PREPARING AND UTILIZING	02558 24
	SOCIOMETRIC MEASURES,	02558 25
*PREREQUISITE	2557	02558 26
*EXPERIENCE	1. CONSIDERING THE GROUP OF STUDENTS ANALYZED IN MODULES	02558 11
	2548-2557, PREPARE A REPORT WHICH CONTAINS THE FOLLOWING:	02558 12
	A. SOCIOMETRIC MEASURES NEEDED TO STUDY AND INTERPRET	02558 13
	GROUP BEHAVIORS. B. THE INFORMATION THAT MIGHT BE	02558 14
	DERIVED FROM EACH OF THESE MEASURES. C. HOW THESE	02558 15

	MEASURES ARE ADMINISTERED OR RECORDED, D, HOW THESE	02558 16
	MEASURES ARE UTILIZED FOR IMPROVED CLASSROOM LEARNING AND	02558 17
	INTERACTION, 2. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON	02558 18
	THIS TEACHING EXERCISE,	02558 19
*SETTING	INDEPENDENT COLLEGE	02558 10
*MATERIALS	1. LIBRARY FACILITIES 2. TEXTS ON THE RECORDING,	02558 9
	ANALYZING, AND READING OF SOCIOMETRIC MEASURES,	02558
*LEVEL	ALL GRADES	02558 8
*GENERAL	ALL CANDIDATES	02558 7
*HOURS	2	02558 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02558 27
*FILE	BLANK SOCIOMETRIC MEASURES BEHAVIORAL STRATEGIES,	02558 9
*OBJECTIVES	TO BE ABLE TO READ AND ANALYZE RESULTS OF SOCIOMETRIC	02559 22
	MEASURES, STUDYING AND INTERPRETING PUPIL'S GROUP	02559 23
	BEHAVIORS AS INDICATED BY RESPONSES TO SOCIOGRAM,	02559 24
	ANECDOTAL RECORDS, RECALLED IN-CLASS BEHAVIOR, ETC,	02559 25
*PREREQUISITE	2558	02559 26
*EXPERIENCE	1. RESULTS OF SOCIOMETRIC MEASURES FOR EACH OF THE	02559 11
	STUDENTS ANALYZED IN MODULES ARE GIVEN TO THE TRAINEE,	02559 12
	THIS FILE WILL INCLUDE RESPONSES TO SOCIOGRAM, ANECDOTAL	02559 13
	RECORDS, RECALLED BY THE TEACHER* IN-CLASS BEHAVIOR, ETC,	02559 14
	2. THE TRAINEE IS TO READ THESE SOCIOMETRIC MEASURES IN	02559 15
	ORDER TO: A, INTERPRET EACH PUPIL'S GROUP BEHAVIORS,	02559 16
	B, INDICATE DEFICIENCIES IN THE RECORD AS PRESCRIBED IN	02559 17
	MODULE 42, C, EXPLAIN THE INTERPRETATION BASED UPON THE	02559 18
	INFORMATION COMPILED IN MODULE 42, 3. THE INSTRUCTOR	02559 19
	WILL PROVIDE FEEDBACK REGARDING THIS PRACTICE TEACHING	02559 20
	EXERCISE,	02559 21
*SETTING	INDEPENDENT SCHOOL	02559 10
*MATERIALS	1. SOCIOMETRIC MEASURES ON EACH PUPIL STUDIED IN MODULES	02559 5
	2548-57 2. REPORT ON SOCIOMETRIC MEASURES COMPILED IN	02559
	2558	02559
*LEVEL	ALL GRADES	02559 8
*GENERAL	ALL CANDIDATES	02559 7
*HOURS	2	02559 6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02559 27
*FILE	BLANK BEHAVIORAL STRATEGIES SOCIOMETRIC MEASURES,	02559 9
*OBJECTIVES	1. TO BE ABLE TO SELECT, DEFINE AND/OR EXPLAIN THOSE	02560 21
	PUPIL BEHAVIORS THE TRAINEE INTENDS TO REINFORCE AND THOSE	02560 22
	HE INTENDS TO EXTINGUISH, 2. TO BE AWARE OF THE	02560 23
	NECESSITY FOR ARTICULATING PERSONAL EXPECTATIONS THAT WILL	02560 24
	AFFECT THE PUPIL AS AN INDIVIDUAL AND AS A GROUP MEMBER,	02560 25
*PREREQUISITE	2559	02560 26
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE A REPORT ACCORDING TO THE	02560 11
	FOLLOWING SPECIFICATIONS: A, SELECT, DEFINE AND/OR	02560 12
	EXPLAIN THOSE PUPIL BEHAVIORS YOU INTEND TO ENCOURAGE	02560 13
	REINFORCE* AND THOSE YOU INTEND TO EXTINGUISH	02560 14
	DISCOURAGE* WHEN YOU TEACH YOUR OWN CLASS, B, SELECT	02560 15
	THOSE BEHAVIORS THAT WILL AFFECT THE PUPILS BOTH AS	02560 16
	INDIVIDUALS AND AS GROUP MEMBERS, C, THIS REPORT SHOULD	02560 17
	BE AS COMPREHENSIVE AND EXHAUSTIVE AS YOU ARE CAPABLE OF	02560 18
	ARTICULATING AT THIS POINT IN YOUR TRAINING, 2. THE	02560 19
	INSTRUCTOR WILL PROVIDE FEEDBACK REGARDING THIS EXERCISE,	02560 20
*SETTING	INDEPENDENT SCHOOL	02560 10
*MATERIALS	NONE	02560 9
*LEVEL	ALL GRADES	02560 8
*GENERAL	ALL CANDIDATES	02560 7

*HOURS	5	02560	6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02560	27
*FILE	BLANK BEHAVIORAL STRATEGIES PRESCRIBING TEACHING BEHAVIORS	02560	9
		02560	

*OBJECTIVES	TO BE ABLE TO PRESCRIBE SPECIFIC TEACHING BEHAVIORS THAT WILL AFFECT PUPILS BOTH AS INDIVIDUALS AND AS GROUP MEMBERS, SELECTING PUPIL BEHAVIORS TO ENCOURAGE REINFORCE AND DISCOURAGE EXTINGUISH AND MEANS FOR ACCOMPLISHING THESE ENDS,	02561	20
		02561	31
		02561	32
		02561	33
		02561	34
*PREREQUISITE	2560	02561	35
*EXPERIENCE	1. THE TRAINEE IS TO PERFORM THE FOLLOWING: A, REVIEW THE REPORTS FOR EACH CHILD FROM MODULE 2550 WHICH INDICATE INDIVIDUAL CHARACTERISTICS AND ABILITIES AND SUGGESTIONS FOR INTERACTION, B, REVIEW THE REPORTS FOR EACH CHILD FROM MODULE 52, WHICH GIVES ANALYSES OF CLASSROOM WORK AND SUGGESTIONS FOR INTERACTION, C, REVIEW THE REPORTS ON EACH CHILD FROM MODULE 59 WHICH INDICATE EACH CHILD'S GROUP BEHAVIOR, D, REVIEW THE COMPREHENSIVE REPORT OF PERSONAL EXPECTATIONS FOR CLASSROOM BEHAVIOR PREPARED IN MODULE 60, E, MODIFY THE REPORT FROM MODULE 60 TO SUIT THE CIRCUMSTANCES OF THE PUPILS ANALYZED IN MODULES 2550-59, F, PRESCRIBE SPECIFIC BEHAVIORS THAT WILL AFFECT PUPILS BOTH AS INDIVIDUALS AND AS GROUP MEMBERS IN ACCORDANCE WITH THE VARIABLES SPELLED OUT IN A-E, THE PUPIL BEHAVIORS TO BE ENCOURAGED REINFORCED, AND THOSE TO BE DISCOURAGED EXTINGUISHED, SHOULD BE SELECTED, AND MEANS FOR ACCOMPLISHING THESE ENDS SHOULD BE INDICATED, 2. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE,	02561	11
		02561	12
		02561	13
		02561	14
		02561	15
		02561	16
		02561	17
		02561	18
		02561	19
		02561	20
		02561	21
		02561	22
		02561	23
		02561	24
		02561	25
		02561	26
		02561	27
		02561	28
		02561	29
*SETTING	INDEPENDENT SCHOOL	02561	10
*MATERIALS	REPORTS PREPARED BY THE STUDENTS IN MODULES 2550, 52, 59 + 60,	02561	5
		02561	
*LEVEL	ALL GRADES	02561	8
*GENERAL	ALL CANDIDATES	02561	7
*HOURS	6	02561	6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02561	36
*FILE	BLANK BEHAVIORAL STRATEGIES PRESCRIBING TEACHING BEHAVIORS,	02561	9
		02561	

*OBJECTIVES	TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT TEACHING ACTIONS, SELECTING AND SPECIFYING PROCEDURES FOR SELF-EVALUATION,	02562	20
		02562	21
		02562	22
*PREREQUISITE	2561	02562	23
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE A REPORT WHICH CONTAINS THE FOLLOWING: A, THE INSTRUCTOR MAY PROVIDE A BIBLIOGRAPHY OF SOURCES WHERE SUGGESTIONS MIGHT BE FOUND, B, SELECT AND SPECIFY THOSE PROCEDURES FOR SELF EVALUATION THAT WOULD BE MOST FRUITFUL FOR THE INDIVIDUAL TRAINEE, C, RATIONALIZE THE SELECTION OF THESE SELF-EVALUATIVE PROCEDURES, D, DESIGN MEANS FOR ACQUIRING THE NECESSARY DATA, 2. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE,	02562	11
		02562	12
		02562	13
		02562	14
		02562	15
		02562	16
		02562	17
		02562	18
		02562	19
*SETTING	INDEPENDENT SCHOOL	02562	10
*MATERIALS	BIBLIOGRAPHY OF SOURCES SUGGESTIONS AND EXPLANATIONS OF MEASURES FOR SELF-EVALUATION OF TEACHING ACTIONS MIGHT BE FOUND,	02562	5
		02562	
*LEVEL	ALL GRADES	02562	8
*GENERAL	ALL CANDIDATES	02562	7

*HOURS	2	02562	6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02562	24
*FILE	BLANK BEHAVIORAL STRATEGIES SELF EVALUATION,	02562	9

*OBJECTIVES	TO BE ABLE TO DESIGN MEANS FOR ACQUIRING DATA ABOUT TEACHING ACTIONS, SELECTING AND SPECIFYING PROCEDURES FOR SELF-EVALUATION,	02563	21
		02563	22
		02563	23
*PREREQUISITE	2562	02563	24
*EXPERIENCE	1. THE INSTRUCTOR AND THE TRAINEES WILL PARTICIPATE IN A BRAINSTORMING AND GROUP-EVALUATION SESSION IN WHICH THEY WILL DISCUSS: A. SUGGESTIONS FOR ACQUIRING DATA ABOUT TEACHING ACTIONS, B. SELECTION AND SPECIFICATION OF THOSE PROCEDURES FOR SELF-EVALUATION THAT WOULD BE MOST FRUITFUL FOR THE INDIVIDUAL TRAINEE, C. JUSTIFICATION FOR THE DELECTION OF THESE SELF EVALUATION PROCEDURES, D. COMPREHENSIVE DESIGNS FOR ACQUIRING THE NECESSARY DATA,	02563	11
		02563	12
		02563	13
		02563	14
		02563	15
		02563	16
		02563	17
	2. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THESE SUGGESTIONS AND DISCUSSION,	02563	18
		02563	19
		02563	20
*SETTING	SMALL GROUP 21-12 STUDENTS, SCHOOL	02563	10
*MATERIALS	NONE	02563	5
*LEVEL	ALL GRADES	02563	8
*GENERAL	ALL CANDIDATES	02563	7
*HOURS	1-2	02563	6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02563	25
*FILE	BEHAVIORAL STRATEGIES SELF-EVALUATION	02563	9

*OBJECTIVES	TO BE ABLE TO INTERPRET FEEDBACK ABOUT TEACHING ACTIONS, STUDYING PUPIL RESPONSES TO INQUIRIES, VIEWING SELF ON TAPE AND ANALYZING AND/OR COMPARING BEHAVIORS WITH THOSE SUGGESTED BY THE PROFESSION,	02564	18
		02564	19
		02564	20
		02564	21
*PREREQUISITE	2563	02564	22
*EXPERIENCE	1. THE TRAINEE WILL REVIEW VIDEO-TAPES TAKEN OF HIMSELF IN MICRO-TEACHING SESSIONS AND UTILIZE THE SELF-EVALUATION DESIGN PREPARED IN MODULE 2562-63 TO INTERPRET HIS TEACHING ACTIONS, 2. THE TRAINEE WILL PREPARE A WRITTEN STATEMENT, ANALYZING AND/OR COMPARING HIS BEHAVIORS WITH THOSE SUGGESTED BY THE PROFESSION, 3. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE,	02564	11
		02564	12
		02564	13
		02564	14
		02564	15
		02564	16
		02564	17
*SETTING	INDEPENDENT SCHOOL	02564	10
*MATERIALS	1. A-V LABORATORY WITH VIDEO-TAPE EQUIPMENT, 2. TAPES OF EACH TRAINEE IN MICRO-TEACHING SESSIONS,	02564	5
		02564	
*LEVEL	ALL GRADES	02564	8
*GENERAL	ALL CANDIDATES	02564	7
*HOURS	3	02564	6
*EVALUATION	INSTRUCTOR'S JUDGMENT,	02564	23
*FILE	BEHAVIORAL STRATEGIES SELF-EVALUATION	02564	9

*OBJECTIVES	TO BE ABLE TO INTERPRET FEEDBACK ABOUT TEACHING ACTIONS, STUDYING PUPIL RESPONSES TO INQUIRIES, VIEWING SELF ON TAPE, AND ANALYZING AND/OR COMPARING BEHAVIORS WITH THOSE SUGGESTED BY THE PROFESSION,	02565	20
		02565	21
		02565	22
		02565	23
*PREREQUISITE	MODULE 2564	02565	24
*EXPERIENCE	1. THE INSTRUCTOR AND THE TRAINEES WILL PARTICIPATE IN A	02565	11

[BRAINSTORMING] AND GROUP EVALUATION SESSION IN WHICH THEY WILL DISCUSS; A, THE INDIVIDUAL TRAINEES USE OF THE SELF-EVALUATION DESIGN IN MODULE 48, B, THE ANALYSIS AND/OR COMPARISON OF BEHAVIORS WITH THOSE SUGGESTED BY THE PROFESSION PREPARED BY EACH STUDENT, C, SUGGESTIONS FOR IMPROVEMENT OF THE SELF-EVALUATION DESIGN AND/OR TEACHING BEHAVIORS, 2, THE INSTRUCTOR WILL PROVIDE INDIVIDUAL FEEDBACK; ALSO, ON THIS EXERCISE, SMALL GROUP 21-12 STUDENTS+ SCHOOL

*SETTING 02565 12
 *MATERIALS NONE 02565 13
 *LEVEL ALL GRADES 02565 14
 *GENERAL ALL CANDIDATES 02565 15
 *HOURS 1-2 02565 16
 *EVALUATION INSTRUCTOR'S JUDGMENT, 02565 17
 *FILE BEHAVIORAL STRATEGIES SELF-EVALUATION 02565 18
 02565 19
 02565 10
 02565 5
 02565 8
 02565 7
 02565 6
 02565 25
 02565 9

*OBJECTIVES 1, TO TRAIN THE TRAINEE TO SELECT TYPES OF CLASSROOM GROUPS AND PROCEDURES FOR ASSIGNING INDIVIDUALS TO THE GROUP, 02566 23
 02566 24
 02566 25
 *PREREQUISITE BLANK 02566 26
 *EXPERIENCE THE TRAINEE WILL, IN WRITING, DO EACH OF THE FOLLOWING: 02566 11
 1, STRUCTURE A HYPOTHETICAL INSTRUCTIONED SITUATION BY SPECIFYING THE LEARNER CHARACTERISTICS 2E.G., ABILITY LEVEL, AGE, BACKGROUND, ETC., FOR EACH OF 25 STUDENTS 02566 12
 02566 13
 2, SELECT A CLASSROOM ACTIVITY WHICH HE FEELS IS BEST CARRIED OUT BY HAVING THE PUPILS WORK IN SMALL GROUPS 02566 14
 02566 15
 3, SPECIFY THE TYPES OF GROUP INTO WHICH THE CLASSROOM SHOULD BE DIVIDED, 4, SPECIFY THE PROCEDURE FOR ASSIGNING INDIVIDUALS TO THE GROUP, 5, EXPLAIN THE RATIONALE BEHIND THE DECISIONS MADE IN STEPS 3 + 4, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK, 02566 16
 02566 17
 02566 18
 02566 19
 02566 20
 02566 21
 02566 22
 *SETTING INDEPENDENT SCHOOL 02566 10
 *MATERIALS NONE 02566 5
 *LEVEL ALL GRADES 02566 8
 *GENERAL ALL CANDIDATES 02566 7
 *HOURS 3 02566 6
 *EVALUATION INSTRUCTOR DECISION 02566 27
 *FILE CLASSROOM GROUP TYPES PROCEDURE SELECTION 02566 9

*OBJECTIVES 1, TO TRAIN THE TRAINEE TO SELECT TYPES OF CLASSROOM GROUPS AND PROCEDURES FOR ASSIGNING INDIVIDUALS TO THE GROUP, 02567 22
 02567 23
 02567 24
 *PREREQUISITE BLANK 02567 25
 *EXPERIENCE THE TRAINEE WILL BE GIVEN DATA ON A CLASS OF 25 PUPILS, THE DATA WILL INCLUDE THE LEARNER CHARACTERISTICS 2E.G., ABILITY, LEVEL, AGE, BACKGROUND ETC., FOR EACH OF THE 25, WITH THE ABOVE INFORMATION, THE TRAINEE IS TO 21, SPECIFY THE TYPES OF CLASSROOM GROUPS INTO WHICH THE CLASS SHOULD BE DIVIDED, 2 2SPECIFY THE PROCEDURES FOR ASSIGNING INDIVIDUALS TO THE GROUPS, 23 EXPLAIN THE RATIONALE BEHIND THE DECISION MADE IN STEPS 1 AND 2, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR SO THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK DATA ON 25 STUDENTS 02567 11
 02567 12
 02567 13
 02567 14
 02567 15
 02567 16
 02567 17
 02567 18
 02567 19
 02567 20
 02567 21
 *SETTING INDEPENDENT COLLEGE 02567 10
 *MATERIALS BLANK 02567 5
 *LEVEL ALL GRADES 02567 8
 *GENERAL ALL CANDIDATES 02567 7

*HOURS	2	02567	6
*EVALUATION	INSTRUCTOR DECISION	02567	26
*FILE	CLASSROOM GROUP TYPES PROCEDURES SELECTING	02567	9

*OBJECTIVES	1. TO DECIDE WITHIN GROUP STRUCTURE TO ACHIEVE OBJECTIVES,	02568	25
		02568	26
*PREREQUISITE	1. KNOWLEDGE OF GROUP INTERACTION VARIABLES,	02568	27
*EXPERIENCE	THE TRAINEE WILL, IN WRITING, DO EACH OF THE FOLLOWING:	02568	11
	1. STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING THE LEARNER CHARACTERISTICS 2E.G. ABILITY LEVEL, AGE, BACKGROUND, ETC., FOR EACH OF 25 PUPILS,	02568	12
	2. SELECT A CLASSROOM ACTIVITY WHICH HE FEELS IS BEST CARRIED OUT BY HAVING THE PUPILS WORK IN SMALL GROUPS,	02568	13
	3. SPECIFY THE NUMBER OF GROUPS WHICH THE CLASS SHOULD BE DIVIDED INTO,	02568	14
	4. SPECIFY A CRITERION BY WHICH TO DIVIDE THE GROUP OF 25 INTO SMALLER GROUPS,	02568	15
	5. EXPLAIN THE RATIONALE BEHIND THE DECISIONS MADE IN STEPS 3 AND 4,	02568	16
	BEING SURE TO RELATE IT TO THE ACTIVITY SELECTED AND HIS INSTRUCTIONAL OBJECTIVE FOR THAT ACTIVITY, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,	02568	17
		02568	18
		02568	19
		02568	20
		02568	21
		02568	22
		02568	23
		02568	24
*SETTING	INDEPENDENT SCHOOL	02568	10
*MATERIALS	NONE	02568	5
*LEVEL	ALL GRADES	02568	8
*GENERAL	ALL CANDIDATES	02568	7
*HOURS	2	02568	6
*EVALUATION	INSTRUCTOR DECISION	02568	28
*FILE	WITHIN IN-GROUP STRUCTURE GROUP DIVISION	02568	9

*OBJECTIVES	TO LEARN WAYS TO CLUSTER PUPILS	02569	26
*PREREQUISITE	1. GROUP INTERACTION VARIABLES,	02569	27
*EXPERIENCE	THE TRAINEE WILL BE GIVEN DATA ON A CLASS OF 25 PUPILS, THE DATA WILL INCLUDE THE LEARNER CHARACTERISTICS 2E.G. ABILITY LEVEL, AGE, BACKGROUND, ETC., FOR EACH OF THE 25 PUPILS, THE TRAINEE WILL BE GIVEN A CLASS ACTIVITY AND AN INSTRUCTIONAL OBJECTIVE WHICH THAT ACTIVITY IS EXPECTED TO OBTAIN, WITH THE ABOVE INFORMATION, THE TRAINEE IS TO: 1+ SPECIFY THE NUMBER OF GROUPS WHICH THE CLASS SHOULD BE DIVIDED INTO+ 2+ SPECIFY A CRITERION BY WHICH TO DIVIDE THE GROUP OF 25 INTO SMALLER GROUPS+ 3+ DIVIDE THE GROUP INTO SMALLER GROUPS BY SPECIFYING THE NAMES OF THE PUPILS IN EACH GROUP+ 4+ EXPLAIN THE RATIONALE BEHIND THE DECISIONS MADE IN STEPS 1, 2, 3, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,	02569	11
		02569	12
		02569	13
		02569	14
		02569	15
		02569	16
		02569	17
		02569	18
		02569	19
		02569	20
		02569	21
		02569	22
		02569	23
		02569	24
		02569	25
*SETTING	LARGE GROUP SCHOOL	02569	10
*MATERIALS	DATA ON 25 PUPILS	02569	5
*LEVEL	ALL GRADES	02569	8
*GENERAL	ALL CANDIDATES	02569	7
*HOURS	1/2	02569	6
*EVALUATION	INSTRUCTOR JUDGMENT,	02569	28
*FILE	WITH-IN GROUP STRUCTURE SMALL GROUPS	02569	9

*OBJECTIVES	TO TRAIN THE TRAINEE TO DECIDE ON CLASSROOM TASKS NECESSARY FOR MAINTAINING AN ATTRACTIVE AND ORDERLY CLASSROOM	02570	20
		02570	21
		02570	22
*PREREQUISITE	BLANK	02570	23

*EXPERIENCE	THE TRAINEE WILL, IN WRITING, DO THE FOLLOWING	02570 11
	1. STRUCTURE A HYPOTHETICAL INSTRUCTIONED SITUATION	02570 12
	BY SPECIFYING THE LEARNER CHARACTERISTICS ≥E.G. AGE,	02570 13
	BACKGROUND, ABILITY LEVEL, ETC., AND ENVIRONMENT,	02570 14
	2. SPECIFY CLASSROOM TASKS NECESSARY FOR MAINTAINING AN	02570 15
	ATTRACTIVE AND ORDERLY CLASSROOM, 3. EXPLAIN THE	02570 16
	RATIONALE BEHIND THE DECISIONS MADE IN STEP 2, THE	02570 17
	TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR	02570 18
	IN ORDER THAT THE INSTRUCTOR MAY PROVIDE FEEDBACK,	02570 19
*SETTING	INDEPENDENT COLLEGE	02570 10
*MATERIALS	NONE	02570 5
*LEVEL	ALL GRADES	02570 8
*GENERAL	ALL CANDIDATES	02570 7
*HOURS	1	02570 6
*EVALUATION	INSTRUCTOR DECISION	02570 24
*FILE	CLASSROOM TASKS ORDERLY ATTRACTIVE	02570 9

*OBJECTIVES	TO TRAIN THE TRAINEE TO DECIDE ON CLASSROOM TASKS	02571 20
	NECESSARY FOR MAINTAINING AN ATTRACTIVE AND ORDERLY	02571 21
	CLASSROOM	02571 22
*PREREQUISITE	2570	02571 23
*EXPERIENCE	THE TRAINEE WILL BE GIVEN DATA ON A CLASSROOM SITUATION,	02571 11
	THE DATA WILL INCLUDE LEARNER CHARACTERISTICS ≥E.G.	02571 12
	ABILITY LEVEL, AGE, BACKGROUND, ETC., AND ENVIRONMENT,	02571 13
	THE TRAINEE WILL SPECIFY, IN WRITING THE CLASSROOM TASKS	02571 14
	NECESSARY FOR MAINTAINING AN ATTRACTIVE AND ORDERLY	02571 15
	CLASSROOM FOR THE CONDITIONS STATED, THE TRAINEE WILL	02571 16
	EXPLAIN THE RATIONALE BEHIND HIS TASK DECISIONS, THE	02571 17
	TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR	02571 18
	IN ORDER THAT HE MAY RECEIVE FEEDBACK,	02571 19
*SETTING	INDEPENDENT COLLEGE	02571 10
*MATERIALS	DATA ON A CLASSROOM SITUATION ≥LEARNER CHARACTERISTICS	02571 5
	AND ENVIRONMENT+	02571
*LEVEL	ALL GRADES	02571 8
*GENERAL	ALL CANDIDATES	02571 7
*HOURS	1	02571 6
*EVALUATION	INSTRUCTOR DECISION	02571 24
*FILE	CLASSROOM TASKS ORDERLY MAINTAIN	02571 9

*OBJECTIVES	1. TO RECOGNIZE THE NEED FOR CUSTODIAL HELP, 2. TO	02572 22
	SUCCESSFULLY DEAL WITH NON-TEACHING SCHOOL PERSONNEL,	02572 23
*PREREQUISITE	BLANK	02572 24
*EXPERIENCE	THE TRAINEE WILL DESIGN A HYPOTHETICAL SITUATION WHICH	02572 11
	REQUIRES HIM TO SEEK ASSISTANCE FROM A SCHOOL CUSTODIAN,	02572 12
	HE WILL THEN ROLE PLAY ASKING FOR THIS HELP FROM A	02572 13
	COOPERATIVE CUSTODIAN ≥ROLE-PLAYED BY ANOTHER STUDENT+	02572 14
	AND FROM AN UNCOOPERATIVE CUSTODIAN ≥ROLE-PLAYED BY	02572 15
	ANOTHER STUDENT+, BOTH ROLE PLAYING EPISODES WILL BE	02572 16
	VIDEO-TAPED, THE TRAINEE IS FREE TO PRACTICE-ERASE-	02572 17
	PRACTICE UNTIL HE IS SATISFIED WITH HIS PERFORMANCE ON	02572 18
	THE VIDEO-TAPE, HE WILL THEN VIEW THE TAPE WITH THE	02572 19
	INSTRUCTOR AND RECEIVE FEEDBACK ON THE QUALITY OF HIS	02572 20
	PERFORMANCE,	02572 21
*SETTING	SMALL GROUP ≥1-12 STUDENTS,5 COLLEGE	02572 10
*MATERIALS	AUDIO-VISUAL TAPING EQUIPMENT	02572 5
*LEVEL	ALL GRADES	02572 8
*GENERAL	ALL CANDIDATES	02572 7
*HOURS	1/2	02572 6
*EVALUATION	INSTRUCTOR DECISION	02572 25
*FILE	CUSTODIAN MANAGERIAL TASK HYPOTHETICAL	02572 9

*OBJECTIVES	TO ARRANGE WITH THE CUSTODIAN FOR ASSISTANCE WITH PROPS	02573 17
*PREREQUISITE	BLANK	02573 18
*EXPERIENCE	THE TRAINEE WILL BE ASSIGNED TO AN ACTUAL CLASSROOM,	02573 11
	THE TRAINEE WILL ASK THE CUSTODIAN FOR ASSISTANCE IN	02573 12
	SETTING UP A PROP ≥E.G., AQUARIUM, GREEN HOUSE, SCIENCE	02573 13
	CORNER, ETC., FOR INSTRUCTION PURPOSES, THE TRAINEE WILL	02573 14
	RECEIVE FEEDBACK WHEN HE OBSERVES HOW READILY AND HOW WELL	02573 15
	THE CUSTODIAN HAS ASSISTED THE TRAINEE,	02573 16
*SETTING	OTHER ≥SPECIFY: FIELD	02573 10
*MATERIALS	ACTUAL CLASSROOM	02573 5
*LEVEL	ALL GRADES	02573 8
*GENERAL	ALL CANDIDATES	02573 7
*HOURS	1/4	02573 6
*EVALUATION	HOW READILY THE CUSTODIAN COOPERATES,	02573 19
*FILE	CUSTODIAN PROP SCHOOL	02573 9

*OBJECTIVES	1. TO CHOOSE PHYSICAL PROPS TO BENEFIT AN INSTRUCTIONAL SITUATION,	02574 22
		02574 23
*PREREQUISITE	BLANK	02574 24
*EXPERIENCE	THE TRAINEE STRUCTURES A HYPOTHETICAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS, ≥E.G., ABILITY LEVEL, BACKGROUND, AGE, ETC., OBJECTIVES, CONTENT AREA AND ENVIRONMENT, THE TRAINEE OBTAINS INFORMATION ON AVAILABLE PHYSICAL PROPS FOR THE CLASSROOM, HE THEN SELECTS THE PHYSICAL PROP ≥OR PROPS, THAT HE FEELS WOULD BEST SUIT THE CONDITIONS OF THE INSTRUCTIONAL SITUATION, THE TRAINEE THEN EXPLAINS HIS RATIONALE BEHIND THE DECISION IN SELECTING THE CHOSEN PROP ≥OR PROPS, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE FEEDBACK,	02574 11
		02574 12
		02574 13
		02574 14
		02574 15
		02574 16
		02574 17
		02574 18
		02574 19
		02574 20
		02574 21
*SETTING	INDEPENDENT COLLEGE	02574 10
*MATERIALS	INFORMATION ON PHYSICAL PROPS,	02574 5
*LEVEL	ALL GRADES	02574 9
*GENERAL	ALL CANDIDATES	02574 7
*HOURS	1	02574 6
*EVALUATION	INSTRUCTOR DECISION	02574 25

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO SELECT PROPS FOR AN INSTRUCTIONAL SITUATION,	02575 22
		02575 23
*PREREQUISITE	BLANK	02575 24
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL SITUATION SPECIFYING LEARNER CHARACTERISTICS ≥E.G., AGE, ABILITY LEVEL, BACKGROUND, CONTENT AREA, OBJECTIVES AND ENVIRONMENT, 2. THE INSTRUCTOR SUPPLIES INFORMATION ON TYPES OF PHYSICAL PROPS AVAILABLE FOR THE CLASSROOM, 3. THE TRAINEE SELECTS THE PHYSICAL PROP ≥OR PROPS, THAT HE FEELS WOULD BEST SUIT THE CONDITIONS OF THE INSTRUCTIONAL SITUATION, 4. THE TRAINEE EXPLAINS THE RATIONALE BEHIND HIS DECISION IN STEP 3, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,	02575 11
		02575 12
		02575 13
		02575 14
		02575 15
		02575 16
		02575 17
		02575 18
		02575 19
		02575 20
		02575 21
*SETTING	INDEPENDENT COLLEGE	02575 10
*MATERIALS	INFORMATION ON PHYSICAL PROPS, DATA ON A HYPOTHETICAL SITUATION,	02575 5
		02575
*LEVEL	ALL GRADES	02575 8
*GENERAL	ALL CANDIDATES	02575 7
*HOURS	1	02575 6
*EVALUATION	INSTRUCTOR DECISION	02575 25
*FILE	PHYSICAL PROPS HYPOTHETICAL	02575 9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO CONSTRUCT AN INSTRUCTIONAL AND ATTRACTIVE BULLETIN BOARD,	02576 20
*PREREQUISITE	BLANK	02576 21
*EXPERIENCE	THE TRAINEE STRUCTURES A HYPOTHETICAL SITUATION SPECIFYING LEARNER CHARACTERISTICS ≥E,G,, AGE, BACKGROUND, ABILITY LEVEL, ETC., OBJECTIVES, CONTENT AREA AND ENVIRONMENT, THE TRAINEE THEN CONSTRUCTS A BULLETIN BOARD THAT WILL BE ATTRACTIVE AND INSTRUCTIONAL TO THE HYPOTHETICAL PUPILS, SHOULD USE BOTH STUDENT PRODUCTS AND NON-STUDENT PREPARED MATERIALS, THE TRAINEE DISCUSS HIS DECISIONS WITH THE INSTRUCTOR AND FELLOW STUDENTS WHO HAVE VIEWED THE BOARD AND RECEIVES FEEDBACK FROM THEM,	02576 22 02576 11 02576 12 02576 13 02576 14 02576 15 02576 16 02576 17 02576 18 02576 19
*SETTING	INDEPENDENT SCHOOL	02576 10
*MATERIALS	CONSTRUCTOR PAPER	02576 5
*LEVEL	ALL GRADES	02576 8
*GENERAL	ALL CANDIDATES	02576 7
*HOURS	3	02576 6
*EVALUATION	INSTRUCTOR DECISION.	02576 23
*FILE	BULLETIN BOARD CONSTRUCT BLANK	02576 9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO CONSTRUCT A BULLETIN BOARD UTILIZING PUPIL PRODUCTS AND TRAINEE PRODUCTS,	02577 22 02577 23
*PREREQUISITE	BLANK	02577 24
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL SITUATION WHICH SPECIFIES LEARNER CHARACTERISTICS ≥E,G,, BACKGROUND, AGE, ABILITY LEVEL, ETC., CONTENT AREAS, OBJECTIVES AND ENVIRONMENT, 2. THE INSTRUCTOR SUPPLIES TYPICAL PUPIL PRODUCTS MADE FOR AN INSTRUCTIONAL OBJECTIVE, 3. THE TRAINEE MAKES HIS OWN PRODUCTS FOR THE SAME OBJECTIVE, 4. HE THEN COMBINES HIS PUPILS' PRODUCTS WITH HIS OWN AND CONSTRUCTS A BULLETIN BOARD THAT HE FEELS WILL BE ATTRACTIVE AND INSTRUCTIONAL, HE RECEIVES FEEDBACK FROM HIS INSTRUCTOR AND FELLOW STUDENTS AS TO THE VALUE OF THE BULLETIN BOARD,	02577 11 02577 12 02577 13 02577 14 02577 15 02577 16 02577 17 02577 18 02577 19 02577 20 02577 21
*SETTING	INDEPENDENT SCHOOL	02577 10
*MATERIALS	CONSTRUCTOR PAPER AND PUPIL PRODUCTS,	02577 5
*LEVEL	ALL GRADES	02577 8
*GENERAL	ALL CANDIDATES	02577 7
*HOURS	3	02577 6
*EVALUATION	INSTRUCTOR DECISION	02577 25
*FILE	BULLETIN BOARD CONSTRUCT PUPIL PRODUCT	02577 9

*OBJECTIVES	THE PERSPECTIVE TEACHER WILL BE ABLE TO DERIVE RULES WHICH ARE APPROPRIATE FOR CLASSROOM AND LEARNER CHARACTERISTICS AND ARE INCLUSIVE,	02578 18 02578 19 02578 20
*PREREQUISITE	BLANK	02578 21
*EXPERIENCE	THE TRAINEE WILL STRUCTURE AN HYPOTHETICAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E,G,, AGE, ABILITY BACKGROUND ETC., ENVIRONMENT, AND CONTENT AREA, HE WILL DERIVE A LIST OF CLASSROOM RULES NECESSARY FOR MAINTAINING AN EFFICIENT AND ORDERLY CLASSROOM, HE WILL RECEIVE FEEDBACK FROM THE INSTRUCTOR AS TO THE APPROPRIATENESS AND INCLUSIVENESS OF THE RULES FOR THE CONDITIONS SPECIFIED,	02578 11 02578 12 02578 13 02578 14 02578 15 02578 16 02578 17
*SETTING	INDEPENDENT COLLEGE	02578 10

*MATERIALS	NONE	02578	5
*LEVEL	ALL GRADES	02578	8
*GENERAL	ALL CANDIDATES	02578	7
*HOURS	1/2	02578	6
*EVALUATION	INSTRUCTOR DECISION	02578	22
*FILE	MANAGEMENT RULES ORDER	02578	9

*OBJECTIVES	THE PERSPECTIVE TEACHER WILL BE ABLE TO DERIVE RULES WHICH ARE APPROPRIATE FOR CLASSROOM AND LEARNER CHARACTERISTICS AND ARE INCLUSIVE,	02579	18
*PREREQUISITE	BLANK	02579	21
*EXPERIENCE	THE TRAINEE WILL BE ASSIGNED TO AN ACTUAL CLASSROOM, HE WILL DERIVE A LIST OF RULES APPROPRIATE FOR MAINTAINING ORDER AND EFFICIENCY IN HIS ASSIGNED CLASSROOM, HE WILL WRITE UP THE LIST OF RULES AND THEN EXPLAIN TO HIS PUPILS WHAT THE RULES ARE AND WHY THEY ARE NECESSARY, HOW WELL THE STUDENTS OBEY THE RULES WILL PROVIDE FEEDBACK FOR THE TRAINEE.	02579	11
*SETTING	LARGE GROUP	02579	10
*MATERIALS	ACTUAL CLASSROOM	02579	5
*LEVEL	ALL GRADES	02579	8
*GENERAL	ALL CANDIDATES	02579	7
*HOURS	1	02579	6
*EVALUATION	THE RESPONSE OF THE STUDENTS,	02579	22
*FILE	RULES/SCHOOL ORDER MANAGEMENT	02579	9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO DECIDE ON MEANS OF ENFORCING RULES,	02580	22
*PREREQUISITE	1. KNOWLEDGE OF THE BEHAVIORAL SCIENCES	02580	24
*EXPERIENCE	THE TRAINEE WILL, IN WRITING, DO EACH OF THE FOLLOWING: 1. STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING THE LEARNER CHARACTERISTICS 2E.G., AGE, ABILITY LEVEL, BACKGROUND, ETC,+ AND ENVIRONMENT, 2, DERIVE EXAMPLES OF PUPILS BREAKING STATED RULES, 3, PRESCRIBE PUNISHMENT THAT WILL CHANGE THE UNDESIRABLE BEHAVIOR TO THE DESIRED BEHAVIOR, 4, EXPLAIN THE RATIONALE BEHIND DECISIONS MADE IN STEP 3 BY RELATING HIS DECISION TO PRINCIPLES OF THE BEHAVIORAL SCIENCES, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE HIM WITH FEEDBACK,	02580	11
*SETTING	INDEPENDENT SCHOOL	02580	10
*MATERIALS	NONE	02580	5
*LEVEL	ALL GRADES	02580	8
*GENERAL	ALL CANDIDATES	02580	7
*HOURS	1 1/2	02580	6
*EVALUATION	INSTRUCTOR DECISION	02580	25
*FILE	RULE PRESCRIBE UNDESIRABLE BEHAVIOR BLANK	02580	9

*OBJECTIVES	TO TRAIN THE TRAINEE TO DECIDE ON MEANS OF ENFORCING RULES,	02581	22
*PREREQUISITE	BLANK	02581	24
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED A HYPOTHETICAL INSTRUCTIONAL SITUATION SPECIFYING LEARNER CHARACTERISTICS 2E.G., AGE, ABILITY LEVEL, BACKGROUND, ETC,+ CONTENT AREAS, OBJECTIVES, AND ENVIRONMENT, 2, THE INSTRUCTOR SUPPLIES EXAMPLES OF PUPILS BREAKING STATED RULES, 3, THE TRAINEE PRESCRIBES PUNISHMENTS THAT WILL CHANGE THE INSTRUCTIONAL BEHAVIOR TO THE DESIRED BEHAVIOR, 4, THE TRAINEE	02581	11

	EXPLAINS THE RATIONALE BEHIND THE DECISIONS MADE IN STEP 3, THE TRAINEE WILL DISCUSS HIS DECISIONS WITH THE INSTRUCTOR IN ORDER THAT THE INSTRUCTOR MAY PROVIDE FEEDBACK,	02581 18
*SETTING	BLANK SCHOOL	02581 19
*MATERIALS	EXAMPLES OF PUPIL DEVIATORS FROM STATED RULES	02581 20
*LEVEL	ALL GRADES	02581 21
*GENERAL	ALL CANDIDATES	02581 10
*HOURS	1	02581 5
*EVALUATION	INSTRUCTOR DECISION	02581 8
*FILE	RULE DEVIATE PRESCRIBES	02581 7
		02581 6
		02581 25
		02581 9

*OBJECTIVES	TO TRAIN THE TRAINEE COMMUNICA	02582
*OBJECTIVES	TO TRAIN THE TRAINEE TO COMMUNICATE SCHOOL AND CLASS REGULATORY PROCEDURES AND ENFORCEMENTS TO PUPILS,	02582 22
		02582 23
*PREREQUISITE	BLANK	02582 24
*EXPERIENCE	1. THE TRAINEE WILL STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E.G., BACKGROUND, ABILITY LEVEL, AGE, ETC., AND ENVIRONMENT. HE WILL DERIVE A LIST THAT COMMUNICATES SCHOOL AND CLASSROOM REGULATORY PROCEDURES TO HIS HYPOTHETICAL PUPILS, 3. THE TRAINEE WILL HAVE AN A-V TAPE MADE OF HIM EXPLAINING THE RULES AND RATIONALE OF THE RULES TO THE HYPOTHETICAL PUPILS, 4. HE IS FREE TO PRACTICE-ERASE-PRACTICE UNTIL HE IS SATISFIED WITH HIS ABILITY. HE WILL VIEW THE TAPE WITH THE INSTRUCTOR AND WILL RECEIVE FEEDBACK ON HIS ABILITY,	02582 11
		02582 12
		02582 13
		02582 14
		02582 15
		02582 16
		02582 17
		02582 18
		02582 19
		02582 20
		02582 21
*SETTING	OTHER ≥SPECIFY+ LABORATORY SCHOOL	02582 10
*MATERIALS	A-V LABORATORY	02582 5
*LEVEL	ALL GRADES	02582 8
*GENERAL	ALL CANDIDATES	02582 7
*HOURS	1	02582 6
*EVALUATION	UNSTRUCTOR DECISION	02582 25
*FILE	A-V LABORATORY REGULATORY PROCEDURES ENFORCEMENT	02582 9

*OBJECTIVES	TO TRAIN THE TRAINEE TO DECIDE ON MEANS OF COMMUNICATING SCHOOL AND CLASSROOM REGULATORY PROCEDURES AND ENFORCEMENTS TO PUPILS,	02583 21
		02583 22
		02583 23
*PREREQUISITE	BLANK	02583 24
*EXPERIENCE	THE TRAINEE IS GIVEN THE FOLLOWING DATA FOR AN INSTRUCTIONAL SITUATION: LEARNER CHARACTERISTICS ≥E.G., BACKGROUND, AGE, ABILITY LEVEL, ETC., ENVIRONMENT, AND THE CLASSROOM AND SCHOOL REGULATORY PROCEDURE AND ENFORCEMENTS. HE DECIDES THE MEANS OF COMMUNICATING THESE RULES TO THE PUPILS AND HAS AN A-V TAPE MADE OF HIMSELF DEMONSTRATING THESE MEANS. HE VIEW THE TAPE AND IF FREE TO ERASE-PRACTICEERASE UNTIL HE IS SATISFIED WITH HIS ABILITY. HE VIEWS THE TAPE WITH THE INSTRUCTOR IN ORDER THAT HE MAY RECEIVE FEEDBACK,	02583 11
		02583 12
		02583 13
		02583 14
		02583 15
		02583 16
		02583 17
		02583 18
		02583 19
		02583 20
*SETTING	INDEPENDENT OTHER ≥SPECIFY+ LABORATORY SCHOOL	02583 10
*MATERIALS	A-V LABORATORY	02583 5
*LEVEL	ALL GRADES	02583 8
*GENERAL	ALL CANDIDATES	02583 7
*HOURS	1 1/2	02583 6
*EVALUATION	INSTRUCTOR DECISION	02583 24
*FILE	A-V LABORATORY REGULATORY PROCEDURES ENFORCEMENT	02583 9

*OBJECTIVES	1. TO SELECT APPROPRIATE VISUAL AIDS 2. TO PROPERLY USE VISUAL AIDS.	02584 24
*PREREQUISITE	1. IS ABLE TO THREAD PROJECTOR 2. KNOWS VARIABLES OF INSTRUCTION 3. KNOWS WHERE TO OBTAIN FILMS AND DESCRIPTIONS OF THEM	02584 25 02584 26 02584 27
*EXPERIENCE	THE TRAINEE STRUCTURES A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E.G., AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA ≥E.G., MATH, FRACTIONS, MULTIPLICATION, ETC., OBJECTIVES AND ENVIRONMENT. HE THEN SELECTS A FILM [APPROPRIATE] FOR THE SPECIFIED CLASSROOM SITUATION AND IN AN A-V LABORATORY THE TRAINEE HAS A VIDEO TAPE MADE OF HIM TEACHING THE PROJECTOR, INTRODUCING THE FILM AND SHOWING THE FILM ≥OR BRIEF PORTIONS OF IT. TO A HYPOTHETICAL GROUP OF PUPILS. HE IS FREE TO PRACTICE-ERASE-PRACTICE, UNTIL HE IS SATISFIED WITH HIS ABILITY. HE THEN VIEWS THE TAPE WITH AN INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF THIS PRACTICE-TEACHING EXPERIENCE, OTHER ≥SPECIFY. LABORATORY SCHOOL	02584 11 02584 12 02584 13 02584 14 02584 15 02584 16 02584 17 02584 18 02584 19 02584 20 02584 21 02584 22 02584 23 02584 10
*SETTING		
*MATERIALS	1. PROJECTOR 2. A-V LABORATORY 3. CATALOGUE OF FILMS	02584 5
*LEVEL	ALL GRADES	02584 8
*GENERAL	ALL CANDIDATES	02584 7
*HOURS	1	02584 6
*EVALUATION	INSTRUCTOR DECISION	02584 28
*FILE	MEDIA FILM PROJECTOR BLANK	02584 9

*OBJECTIVES	TO SELECT FILMS APPROPRIATE FOR CERTAIN CONDITIONS AND INTRODUCE THE FILMS EFFECTIVELY FOR THESE CONDITIONS.	02585 24 02585 25
*PREREQUISITE	1. IS ABLE TO THREAD PROJECTOR 2. KNOWS VARIABLES OF INSTRUCTION 3. KNOWS WHEN TO OBTAIN FILMS AND DESCRIPTIONS OF THEM.	02585 26 02585 27 02585 28
*EXPERIENCE	THE INSTRUCTOR STRUCTURES A HYPOTHETICAL INSTRUCTIONAL SITUATION BY SPECIFYING LEARNER CHARACTERISTICS ≥E.G., AGE, ABILITY, BACKGROUND, ETC., CONTENT AREA ≥E.G., MATH, FRACTIONS, MULTIPLICATION, ETC., OBJECTIVES AND ENVIRONMENT. THE TRAINEE THEN SELECTS A FILM [APPROPRIATE] FOR THE SPECIFIED CLASSROOM SITUATION AND IN AN A-V LABORATORY THE TRAINEE HAS A VIDEO TAPE MADE OF HIM THREADING THE PROJECTOR, INTRODUCING THE FILM, AND SHOWING THE FILM ≥OR BRIEF PORTIONS OF IT. TO THE HYPOTHETICAL GROUP OF PUPILS. HE IS FREE TO PRACTICE-ERASE-PRACTICE, UNTIL HE IS SATISFIED WITH HIS ABILITY. HE THEN VIEWS THE TAPE WITH AN INSTRUCTOR AND RECEIVES FEEDBACK REGARDING THE IMPROVEMENT OF HIS PRACTICE-TEACHING EXPERIENCE, OTHER ≥SPECIFY. LABORATORY SCHOOL	02585 11 02585 12 02585 13 02585 14 02585 15 02585 16 02585 17 02585 18 02585 19 02585 20 02585 21 02585 22 02585 23 02585 10
*SETTING		
*MATERIALS	1. PROJECTOR 2. A-V LABORATORY 3. CATALOGUE OF FILM	02585 5
*LEVEL	ALL GRADES	02585 8
*GENERAL	ALL CANDIDATES	02585 7
*HOURS	1	02585 6
*EVALUATION	INSTRUCTOR JUDGMENT.	02585 29
*FILE	MEDIA FILM PROJECTOR BLANK	02585 9

*OBJECTIVE	TO TRAIN THE TRAINEE TO PREPARE INSTRUCTIONAL MEDIA THAT ARE NEEDED FOR IN-CLASS INSTRUCTOR,	02586 21 02586 22
*PREREQUISITE	BLANK	02586 23
*EXPERIENCE	THE TRAINEE STRUCTURE A HYPOTHETICAL INSTRUCTIONAL SITUATION, SPECIFYING LEARNER CHARACTERISTICS ≥AGE, ABILITY LEVEL, BACKGROUND, ETC., OBJECTIVE, ENVIRONMENT, AND CONTENT AREAS. THE TRAINEE SELECTS A MAGAZINE ARTICLE	02586 11 02586 12 02586 13 02586 14

	THAT IS RELEVANT TO THE INSTRUCTIONAL OBJECTIVE AND	02586 15
	DUPLICATES THE MATERIAL ON A MACHINE DESIGNED FOR THAT	02586 16
	PURPOSE SO THAT EACH PUPIL WILL HAVE A COPY OF THE	02586 17
	ARTICLE. THE TRAINEE WILL RECEIVE FEEDBACK ON HIS ABILITY	02586 18
	AT DUPLICATING MATERIALS FROM HIS INSTRUCTOR AS WELL AS A	02586 19
	SELF-EVALUATION OF THE FINISHED PRODUCT,	02586 20
*SETTING	INDEPENDENT SCHOOL	02586 10
*MATERIALS	DUPLICATING MACHINE	02586 5
*LEVEL	ALL GRADES	02586 8
*GENERAL	ALL CANDIDATES	02586 7
*HOURS	1/2	02586 6
*EVALUATION	INSTRUCTOR DECISION	02586 24
*FILE	PREPARING MATERIAL DUPLICATES MACHINE	02586 9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO PREPARE INSTRUCTIONAL MEDIA	02587 22
	THAT ARE NEEDED FOR IN-CLASS INSTRUCTION	02587 23
*PREREQUISITE	BLANK	02587 24
*EXPERIENCE	THE TRAINEE IS GIVEN A HYPOTHETICAL INSTRUCTIONAL SETTING	02587 11
	IN WHICH THE FOLLOWING IS SPECIFIED: LEARNER	02587 12
	CHARACTERISTICS 2E,G., AGE, ABILITY LEVEL, BACKGROUND,	02587 13
	ETC., ENVIRONMENT, OBJECTIVE, AND CONTENT AREAS, THE	02587 14
	TRAINEE SELECTS A MAGAZINE ARTICLE THAT IS RELEVANT TO THE	02587 15
	INSTRUCTION AND DUPLICATES THAT MATERIAL ON A MACHINE	02587 16
	DESIGNED FOR THAT PURPOSE IN ORDER THAT EACH PUPIL WILL	02587 17
	HAVE HIS OWN COPY. THE TRAINEE WILL RECEIVE FEEDBACK WHEN	02587 18
	HE SEES THE QUALITY BY THE FINISHED PRODUCT AND WILL HAVE	02587 19
	A DISCUSSION WITH THE INSTRUCTOR ON THIS QUALITY AND THE	02587 20
	APPROPRIATENESS OF HIS CHOISE OF MATERIAL,	02587 21
	OTHER 2SPECIFY* DUPLICATING MACHINE COLLEGE	02587 10
*SETTING		
*MATERIALS	DUPLICATING MACHINE	02587 5
*LEVEL	ALL GRADES	02587 8
*GENERAL	ALL CANDIDATES	02587 7
*HOURS	1/2	02587 6
*EVALUATION	INSTRUCTOR DECISION	02587 25
*FILE	PREPARING MATERIAL DUPLICATE MACHINE	02587 9

*OBJECTIVES	1. TO TRAIN THE TRAINEE TO OBTAIN PROFESSIONAL	02588 19
	INFORMATION ABOUT INSTRUCTIONAL VARIABLES,	02588 20
*PREREQUISITE	BLANK	02588 21
*EXPERIENCE	THE TRAINEE IS TO GO TO THE LIBRARY AND SCAN READING	02588 11
	MATERIALS THAT WILL GIVE HIM PROFESSIONAL INFORMATION	02588 12
	ABOUT AN INSTRUCTIONAL VARIABLE OF HIS CHOOSING, HS IS TO	02588 13
	DERIVE A LIST OF THE NAMES OF THOSE READING MATERIALS THAT	02588 14
	HE FEELS BEST DEAL WITH THIS VARIABLE AND WOULD BE HELPFUL	02588 15
	IN THE FUTURE. THE TRAINEE WILL RECEIVE FEEDBACK ON HIS	02588 16
	CHOISE FROM THE INSTRUCTOR IN A DISCUSSION WITH THE	02588 17
	INSTRUCTOR,	02588 18
*MATERIALS	LIBRARY	02588 5
*LEVEL	ALL GRADES	02588 8
*GENERAL	ALL CANDIDATES	02588 7
*HOURS	4	02588 6
*EVALUATION	INSTRUCTOR DECISION	02588 22
*FILE	LIBRARY PROFESSIONAL INFORMATION ENVIRONMENTAL	02588 9
	DIMENSIONS	02588 10

*OBJECTIVES	1. TO BE AWARE OF THE NECESSITY FOR MAINTAINING CURRENT PROFESSIONAL INFORMATION ON THE VARIABLES OF INSTRUCTION.	02625 21
	2. TO BE ABLE TO OBTAIN PROFESSIONAL INFORMATION REGARDING THE BEHAVIORAL DIMENSIONS OF INSTRUCTION, KEEPING INFORMED	02625 22
	2 ACQUIRING, READING, STUDYING AND QUESTIONING ABOUT	02625 23
	RESEARCH AND DEVELOPMENT RELATIVE TO LEARNERS, GROUPS AND	02625 24
	TEACHER BEHAVIORS.	02625 25
*PREREQUISITE	MODULE 2565	02625 26
*EXPERIENCE	1. THE TRAINEE IS TO PREPARE A BIBLIOGRAPHY OF PERIODICALS WHICH WILL BE OF ASSISTANCE IN KEEPING INFORMED ON PROFESSIONAL DEVELOPMENTS IN ELEMENTARY EDUCATION. 2. HE IS THEN TO SELECT CURRENT ARTICLES FROM JOURNALS APPEARING ON THIS BIBLIOGRAPHY AND ABSTRACT THEM.	02625 27
	3. A STATEMENT IS TO BE PREPARED, SUGGESTING HOW THE IDEAS ESPOUSED IN THESE PROFESSIONAL ARTICLES COULD BE UTILIZED IN THE CLASSROOM. SPECIFIC EXAMPLES OF POSSIBLE UTILIZATION ARE TO BE GIVEN. 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS EXERCISE.	02625 28
*SETTING	INDEPENDENT COLLEGE	02625 11
*MATERIALS	1. LIBRARY OF CURRENT PERIODICALS AND JOURNALS ON EDUCATION.	02625 12
*LEVEL	ALL GRADES	02625 13
*GENERAL	ALL CANDIDATES	02625 14
*HOURS	6	02625 15
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02625 16
*FILE	CLINICAL BEHAVIORAL STRATEGIES BIBLIOGRAPHY ON EDUCATION	02625 17
*OBJECTIVES	TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES, TO BE AWARE OF THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING IN ORDER TO IMPROVE CLASSROOM INTERACTION.	02625 18
*PREREQUISITE	2481-2588	02625 19
*EXPERIENCE	1. THE TRAINEE IS GIVEN A COPY OF FLANDERS'S INTERACTION ANALYSIS, AN EXPLANATION OF THE INTENT OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM. 2. THE TRAINEE IS TO STRUCTURE FIVE HYPOTHETICAL EXAMPLES OF CLASSROOM BEHAVIOR FOR EACH ITEM. 3. HE IS THEN TO VIEW TAPES OF MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH THE UTILIZATION OF THE INSTRUMENT IN A CLASSROOM SITUATION. 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS EXERCISE.	02625 20
*SETTING	INDEPENDENT COLLEGE	02625 21
*MATERIALS	1. VIDEO-TAPES OF MICRO-TEACHING EPISODES. 2. COPIES OF FLANDERS'S INTERACTION ANALYSIS, AN EXPLANATION OF THE INTENT OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM.	02625 22
*LEVEL	ALL GRADES	02625 23
*GENERAL	ALL CANDIDATES	02625 24
*HOURS	3	02625 25
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02625 26
*FILE	CLINICAL BEHAVIORAL STRATEGIES FLANDERS'S INTERACTION ANALYSIS	02625 27
*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES, 2. TO BE ABLE TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING	02627 19
		02627 20
		02627 21

	CLASSROOM INTERACTION.	02627	22
*PREREQUISITE	ALL PREVIOUS MODULES 2628	02627	23
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE FIELD. 2. THE TRAINEE UTILIZES FLANDERS'S INTERACTION ANALYSIS TO CLASSIFY THE VERBAL BEHAVIOR OF THE TEACHER. 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST ONE HOUR IN LENGTH. AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED. 4. THE TEACHER AND THE TRAINEE USE THE INTERACTION ANALYSIS AND THE VIDEO-TAPE TO ANALYZE THE TEACHER'S VERBAL BEHAVIOR.	02627	11
		02627	12
		02627	13
		02627	14
		02627	15
		02627	16
		02627	17
*SETTING	INDEPENDENT SCHOOL	02627	18
		02627	10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF FLANDERS'S INTERACTION ANALYSIS.	02627	5
		02627	
*LEVEL	ALL GRADES	02627	8
*GENERAL	ALL CANDIDATES	02627	7
*HOURS	2	02627	6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02627	24
*FILE	CLINICAL BEHAVIORAL STRATEGIES FLANDERS'S INTERACTION ANALYSIS	02627	9
		02627	

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING CLASSROOM INTERACTION.	02628	24
		02628	25
		02628	26
		02628	27
*PREREQUISITE	2627	02628	28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A CLASS IN THE FIELD. 2. THE TEACHER UTILIZES FLANDERS'S INTERACTION ANALYSIS TO CLASSIFY THE VERBAL BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS ACCORDING TO A PREPARED LESSON PLAN. 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH. AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED. 4. THE TEACHER AND THE TRAINEE USE THE INTERACTION ANALYSIS AND THE VIDEO-TAPE TO ANALYZE THE TRAINEE'S VERBAL BEHAVIOR IN THE CLASSROOM AND COMPARE THIS BEHAVIOR TO THE TEACHER'S IN THE PREVIOUS MODULE. 5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE.	02628	11
		02628	12
		02628	13
		02628	14
		02628	15
		02628	16
		02628	17
		02628	18
		02628	19
		02628	20
		02628	21
		02628	22
*SETTING	INDEPENDENT SCHOOL	02628	23
		02628	10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF FLANDERS'S INTERACTION ANALYSIS.	02628	5
		02628	
*LEVEL	ALL GRADES	02628	8
*GENERAL	ALL CANDIDATES	02628	7
*HOURS	2	02628	6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02628	29
*FILE	CLINICAL BEHAVIORAL STRATEGIES FLANDERS'S INTERACTION ANALYSIS	02628	9
		02628	

*OBJECTIVES	TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES. TO BE AWARE OF THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING IN ORDER TO IMPROVE THE TEACHER'S INFLUENCE TECHNIQUES.	02629	21
		02629	22
		02629	23
		02629	24
*PREREQUISITE	2628	02629	25
*EXPERIENCE	1. THE TRAINEE IS GIVEN A COPY OF HENDERSON'S INFLUENCE TECHNIQUES INSTRUMENT, AN EXPLANATION OF THE INTENT OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM. 2. THE TRAINEE IS TO STRUCTURE TWO HYPOTHETICAL EXAMPLES OF CLASSROOM	02629	11
		02629	12
		02629	13
		02629	14

	BEHAVIOR FOR EACH ITEM. 3. HE IS THEN TO VIEW TAPES OF	02629 15
	MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH THE	02629 16
	UTILIZATION OF THE INSTRUMENTS IN A CLASSROOM SITUATION.	02629 17
	THE MANAGEMENT AND THE MOTIVATION PORTIONS SHOULD BE USED	02629 18
	SEPARATELY. 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON	02629 19
	THIS EXERCISE.	02629 20
*SETTING	INDEPENDENT	02629 10
*MATERIALS	1. VIDEO-TAPES OF MICRO-TEACHING EPISODES. 2. COPIES	02629 5
	OF HENDERSON'S INFLUENCE TECHNIQUES INSTRUMENT	02629
	MANAGEMENT AND MOTIVATION. AN EXPLANATION OF THE INTENT	02629
	OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM.	02629
*LEVEL	ALL GRADES	02629 4
*GENERAL	ALL CANDIDATES	02629 7
*HOURS	3-4	02629 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02629 26
*FILE	CLINICAL BEHAVIORAL STRATEGIES HENDERSON'S INFLUENCE	02629 9
	TECHNIQUES.	02629
*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE	02630 20
	MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE	02630 21
	TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN	02630 22
	IMPROVING CLASSROOM INTERACTION.	02630 23
*PREREQUISITE	MODULE 2629	02630 24
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE	02630 11
	FIELD. 2. THE TRAINEE UTILIZES HENDERSON'S INFLUENCE	02630 12
	TECHNIQUES INSTRUMENT--MANAGEMENT TO CLASSIFY THE VERBAL	02630 13
	BEHAVIOR OF THE TEACHER. 3. THIS SYSTEMATIC	02630 14
	OBSERVATION SHOULD BE AT LEAST ONE HOUR IN LENGTH. AS THE	02630 15
	OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-	02630 16
	TAPED. 4. THE TEACHER AND THE TRAINEE USE THE INFLUENCE	02630 17
	TECHNIQUES INSTRUMENT AND THE VIDEO-TAPE TO ANALYZE THE	02630 18
	TEACHER'S VERBAL BEHAVIOR.	02630 19
*SETTING	INDEPENDENT SCHOOL	02630 10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,	02630 5
	2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF HENDERSON'S	02630
	INFLUENCE TECHNIQUES INSTRUMENT-MANAGEMENT.	02630
*LEVEL	ALL GRADES	02630 8
*GENERAL	ALL CANDIDATES	02630 7
*HOURS	2	02630 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02630 25
*FILE	CLINICAL BEHAVIORAL STRATEGIES HENDERSON'S INFLUENCE	02630 9
	TECHNIQUES	02630
*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE	02631 24
	MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE	02631 25
	TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN	02631 26
	IMPROVING THE TEACHER'S INFLUENCE TECHNIQUES IN MANAGEMENT	02631 27
*PREREQUISITE	MODULE 2630	02631 28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A	02631 11
	CLASS IN THE FIELD. 2. THE TEACHER UTILIZES HENDERSON'S	02631 12
	INFLUENCE TECHNIQUES INSTRUMENT-MANAGEMENT TO CLASSIFY THE	02631 13
	VERBAL BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS	02631 14
	ACCORDING TO A PREPARED LESSON PLAN. 3. THIS SYSTEMATIC	02631 15
	OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH. AS THE	02631 16
	OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-	02631 17
	TAPED. 4. THE TEACHER AND THE TRAINEE USE THE INFLUENCE	02631 18
	TECHNIQUES INSTRUMENT-MANAGEMENT AND THE VIDEO-TAPE TO	02631 19
	ANALYZE THE TRAINEE'S VERBAL BEHAVIOR IN THE CLASSROOM AND	02631 20
	COMPARE THIS BEHAVIOR TO THE TEACHER'S IN THE PREVIOUS	02631 21

	MODULE. 5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE.	02631 22
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ SCHOOL	02631 23
*LEVEL	ALL GRADES	02631 10
*GENERAL	ALL CANDIDATES	02631 9
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF HENDERSON'S INFLUENCE TECHNIQUES INSTRUMENT-MANAGEMENT.	02631 7
		02631 5
*HOURS	1	02631 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02631 29
*FILE	BLANK	02631

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING CLASSROOM INTERACTION.	02632 20 02632 21 02632 22 02632 23 02632 24
*PREREQUISITE	2631	02632 11
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE FIELD, 2. THE TRAINEE UTILIZES HENDERSON'S INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION TO CLASSIFY THE VERBAL BEHAVIOR OF THE TEACHER, 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST ONE HOUR IN LENGTH. AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED. 4. THE TEACHER AND THE TRAINEE USE THE INFLUENCE TECHNIQUES INSTRUMENT AND THE VIDEO-TAPE TO ANALYZE THE TEACHER'S VERBAL BEHAVIOR.	02632 12 02632 13 02632 14 02632 15 02632 16 02632 17 02632 18 02632 19
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ SCHOOL	02632 10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF HENDERSON'S INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION.	02632 5 02632 02632
*LEVEL	ALL GRADES	02632 8
*GENERAL	ALL CANDIDATES	02632 7
*HOURS	2	02632 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02632 25
*FILE	CLINICAL BEHAVIORAL STRATEGIES HENDERSON'S INFLUENCE TECHNIQUES	02632 9 02632

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING THE TEACHER'S INFLUENCE TECHNIQUES IN MOTIVATION.	02633 24 02633 25 02633 26 02633 27 02633 28 02633 29
*PREREQUISITE	2632	02633 11
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A CLASS IN THE FIELD. 2. THE TEACHER UTILIZES HENDERSON'S INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION TO CLASSIFY THE VERBAL BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS ACCORDING TO A PREPARED LESSON PLAN. 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH. AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED. 4. THE TEACHER AND TRAINEE USE THE INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION AND THE VIDEO-TAPE TO ANALYZE THE TRAINEE'S VERBAL BEHAVIOR IN THE CLASSROOM AND COMPARE THIS BEHAVIOR TO THE TEACHER'S IN THE PREVIOUS MODULE. 5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE.	02633 12 02633 13 02633 14 02633 15 02633 16 02633 17 02633 18 02633 19 02633 20 02633 21 02633 22 02633 23
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ SCHOOL	02633 10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF HENDERSON'S	02633 5 02633

	INFLUENCE TECHNIQUES INSTRUMENT--MOTIVATION.	02633	
*LEVEL	ALL GRADES	02633	8
*GENERAL	ALL CANDIDATES	02633	7
*HOURS	1	02633	6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02633	30
*FILE	CLINICAL BEHAVIORAL STRATEGIES HENDERSON'S INFLUENCE TECHNIQUES.	02633	9
		02633	
*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES, 2. TO BE AWARE OF THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING IN ORDER TO IMPROVE CLASSROOM COMMUNICATIONS.	02634	19
		02634	20
		02634	21
		02634	22
*PREREQUISITE	2633	02634	23
*EXPERIENCE	1. THE TRAINEE IS GIVEN A COPY OF BELLACK'S COMMUNICATION CLASSIFICATION, AN EXPLANATION OF THE INTENT OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM, 2. THE TRAINEE IS TO STRUCTURE FIVE HYPOTHETICAL EXAMPLES OF CLASSROOM BEHAVIOR FOR EACH ITEM, 3. HE IS THEN TO VIEW TAPES OF MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH THE UTILIZATION OF THE INSTRUMENT IN A CLASSROOM SITUATION, 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON THIS EXERCISE.	02634	11
		02634	12
		02634	13
		02634	14
		02634	15
		02634	16
		02634	17
		02634	18
*SETTING	INDEPENDENT COLLEGE	02634	10
*MATERIALS	1. VIDEO-TAPES OF MICRO-TEACHING EPISODES, 2. COPIES OF BELLACK'S COMMUNICATION OF MEANING INSTRUMENT, AN EXPLANATION OF THE INTENT OF THE INSTRUMENT AND DEFINITIONS OF EACH ITEM.	02634	5
		02634	
		02634	
*LEVEL	ALL GRADES	02634	8
*GENERAL	ALL CANDIDATES	02634	7
*HOURS	3	02634	6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02634	24
*FILE	CLINICAL BEHAVIORAL STRATEGIES BELLACK'S COMMUNICATION CLASSIFICATION	02634	9
		02634	
*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES, 2. TO BE ABLE TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING CLASSROOM COMMUNICATIONS.	02635	19
		02635	20
		02635	21
		02635	22
*PREREQUISITE	MODULE 2634	02635	23
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE FIELD, 2. THE TRAINEE UTILIZES BELLACK'S COMMUNICATION CLASSIFICATION TO CLASSIFY THE VERBAL BEHAVIOR OF THE TEACHER, 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST ONE HOUR IN LENGTH, AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED, 4. THE TEACHER AND THE TRAINEE USE THE INSTRUMENT AND THE VIDEO-TAPE TO ANALYZE THE TEACHER'S VERBAL BEHAVIOR.	02635	11
		02635	12
		02635	13
		02635	14
		02635	15
		02635	16
		02635	17
		02635	18
*SETTING	SMALL GROUP 21-12 STUDENTS' SCHOOL	02635	10
*MATERIALS	1. TEACHER AND CLASS TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF BELLACK'S COMMUNICATIONS CLASSIFICATION.	02635	5
		02635	
		02635	
*LEVEL	ALL GRADES	02635	8
*GENERAL	ALL CANDIDATES	02635	7
*HOURS	2	02635	6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02635	24
*FILE	CLINICAL BEHAVIORAL STRATEGIES BELLACK'S COMMUNICATION CLASSIFICATION	02635	9
		02635	

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE	02636 24
	MANIPULATION OF INSTRUCTIONAL VARIABLES, 2. TO BE ABLE TO	02636 25
	UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN	02636 26
	IMPROVING CLASSROOM COMMUNICATIONS AND TEACHING STRATEGY.	02636 27
*PREREQUISITE	2635	02636 28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A	02636 11
	CLASS IN THE FIELD. 2. THE TEACHER UTILIZES BELLACK'S	02636 12
	COMMUNICATIONS CLASSIFICATION TO CLASSIFY THE VERBAL	02636 13
	BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS	02636 14
	ACCORDING TO A PREPARED LESSON PLAN, 3. THIS SYSTEMATIC	02636 15
	OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH. AS	02636 16
	THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS	02636 17
	VIDEO-TAPED. 4. THE TEACHER AND THE TRAINEE USE THE	02636 18
	COMMUNICATIONS CLASSIFICATION AND THE VIDEO-TAPE TO	02636 19
	ANALYZE THE TRAINEE'S VERBAL BEHAVIOR IN THE CLASSROOM	02636 20
	AND COMPARE THIS BEHAVIOR TO THE TEACHER'S IN THE PREVIOUS	02636 21
	MODULE. 5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON	02636 22
	THIS PRACTICE TEACHING EXERCISE.	02636 23
*SETTING	SMALL GROUP ≥1-12 STUDENTS, SCHOOL	02636 10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED,	02636 5
	2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF BELLACK'S	02636
	COMMUNICATIONS CLASSIFICATION.	02636
*LEVEL	ALL GRADES	02636 8
*GENERAL	ALL CANDIDATES	02636 7
*HOURS	1	02636 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02636 29
*FILE	CLINICAL BEHAVIORAL STRATEGIES BELLACK'S COMMUNICATION	02636 9
	CLASSIFICATION.	02636

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE	02637 20
	MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE AWARE	02637 21
	OF THE NECESSITY FOR SYSTEMATICALLY OBSERVING TEACHING	02637 22
	IN ORDER TO IMPROVE CLASSROOM INTERACTION.	02637 23
*PREREQUISITE	2636	02637 24
*EXPERIENCE	1. THE TRAINEE IS GIVEN A COPY OF GUILFORD'S ANALYSIS OF	02637 11
	THE TYPES OF CONTENT, AN EXPLANATION OF THE INTENT OF THE	02637 12
	CLASSIFICATION AND DEFINITIONS OF EACH ITEM. 2. THE	02637 13
	TRAINEE IS TO STRUCTURE FIVE HYPOTHETICAL EXAMPLES OF	02637 14
	CLASSROOM BEHAVIOR OF EACH ITEM. 3. HE IS THEN TO VIEW	02637 15
	TAPES OF MICRO-TEACHING EPISODES TO BECOME FAMILIAR WITH	02637 16
	THE UTILIZATION OF THE CLASSIFICATION IN A CLASSROOM	02637 17
	SITUATION. 4. THE INSTRUCTOR WILL PROVIDE FEEDBACK ON	02637 18
	THIS EXERCISE.	02637 19
*SETTING	INDEPENDENT SCHOOL	02637 10
*MATERIALS	1. VIDEO-TAPES OF MICRO-TEACHING EPISODES. 2. COPIES OF	02637 5
	GUILFORD'S ANALYSIS OF THE TYPES OF CONTENT, AN	02637
	EXPLANATION OF THE INTENT OF THE CLASSIFICATION AND	02637
	DEFINITIONS OF EACH ITEM	02637
*LEVEL	ALL GRADES	02637 8
*GENERAL	ALL CANDIDATES	02637 7
*HOURS	3-4	02637 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02637 25
*FILE	CLINICAL BEHAVIORAL STRATEGIES GUILFORD'S STRUCTURE OF	02637
	INTELLECT.	02637

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE	02638 20
	MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE	02638 21
	TO UTILIZE SYSTEMATIC OBSERVATIONS OF TEACHING IN	02638 22
	IMPROVING CLASSROOM INTERACTION AND STRATEGIES.	02638 23
*PREPEQUISITE	2637	02638 24

*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE A CLASSROOM IN THE FIELD, 2. THE TRAINEE UTILIZES GUILFORD'S ANALYSIS OF THE TYPES OF CONTENT TO CLASSIFY THE VERBAL BEHAVIOR OF THE TEACHER, 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST ONE HOUR IN LENGTH. AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED, 4. THE TEACHER AND THE TRAINEE USE THE ANALYSIS OF THE TYPES OF CONTENT AND THE VIDEO-TAPE TO ANALYZE THE TEACHER'S VERBAL BEHAVIOR.	02638 11 02638 12 02638 13 02638 14 02638 15 02638 16 02638 17 02638 18 02638 19
*SETTING	SMALL GROUP ≥1-12 STUDENTS, SCHOOL	02638 10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF GUILFORD'S ANALYSIS OF THE TYPES OF CONTENT.	02638 5 02638 02638
*LEVEL	ALL GRADES	02638 8
*GENERAL	ALL CANDIDATES	02638 7
*HOURS	3	02638 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02638 25
*FILE	CLINICAL BEHAVIORAL STRATEGIES GUILFORD'S STRUCTURE OF INTELLECT,	02638 9 02638

*OBJECTIVES	1. TO BE ABLE TO SYSTEMATICALLY OBSERVE TEACHING AS THE MANIPULATION OF INSTRUCTIONAL VARIABLES. 2. TO BE ABLE TO UTILIZE THE SYSTEMATIC OBSERVATIONS OF TEACHING IN IMPROVING CLASSROOM INTERACTION AND STRATEGIES.	02639 24 02639 25 02639 26 02639 27
*PREREQUISITE	2638	02639 28
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE AND TO INSTRUCT A CLASS IN THE FIELD. 2. THE TEACHER UTILIZES GUILFORD'S ANALYSIS OF THE TYPES OF CONTENT TO CLASSIFY THE VERBAL BEHAVIOR OF THE TRAINEE AS HE INSTRUCTS THE PUPILS ACCORDING TO A PREPARED LESSON PLAN, 3. THIS SYSTEMATIC OBSERVATION SHOULD BE AT LEAST 1/2 HOUR IN LENGTH. AS THE OBSERVATION IS TAKING PLACE, THE CLASS SESSION IS VIDEO-TAPED, 4. THE TEACHER AND THE TRAINEE USE THE ANALYSIS OF THE TYPES OF CONTENT AND THE VIDEO-TAPE TO ANALYZE THE TRAINEE'S VERBAL BEHAVIOR IN THE CLASSROOM AND COMPARE THIS BEHAVIOR TO THE TEACHER'S IN THE PREVIOUS MODULE. 5. THE INSTRUCTOR WILL ALSO PROVIDE FEEDBACK ON THIS PRACTICE TEACHING EXERCISE.	02639 11 02639 12 02639 13 02639 14 02639 15 02639 16 02639 17 02639 18 02639 19 02639 20 02639 21 02639 22 02639 23
*SETTING	SMALL GROUP ≥1-12 STUDENTS, SCHOOL	02639 10
*MATERIALS	1. TEACHER AND CLASS IN THE FIELD TO BE OBSERVED, 2. VIDEO-TAPE EQUIPMENT, 3. COPIES OF GUILFORD'S ANALYSIS OF THE TYPES OF CONTENT.	02639 5 02639
*LEVEL	ALL GRADES	02639 8
*GENERAL	ALL CANDIDATES	02639 7
*HOURS	1	02639 6
*EVALUATION	INSTRUCTOR'S JUDGMENT.	02639 29
*FILE	CLINICAL BEHAVIORAL STRATEGIES GUILFORD'S STRUCTURE OF INTELLECT,	02639 9 02639

*OBJECTIVES	TO BECOME AWARE OF HOW LITTLE IS OBSERVED WHEN OBSERVATION IS UNSYSTEMATIC,	02640 16 02640 17
*PREREQUISITE	NONE	02640 18
*EXPERIENCE	1. THE TRAINEE IS ASSIGNED TO OBSERVE AN ACTUAL CLASSROOM FOR ONE HOUR. 2. THE TRAINEE IS TO REPORT TO HIS FELLOW TRAINEES ON THE EMOTIONAL CLIMATE OF THE CLASSROOM HE OBSERVED. BEFORE GOING INTO THE CLASSROOM, THE TRAINEE IS NOT TOLD TO ATTEND TO EMOTIONAL CLIMATE.	02640 11 02640 12 02640 13 02640 14 02640 15
*SETTING	LARGE GROUP OTHER ≥SPECIFY, CLASSROOM SCHOOL	02640 10
*MATERIALS	BLANK	02640 5

*LEVEL	ALL GRADES	02640	8
*GENERAL	ALL CANDIDATES	02640	7
*HOURS	2	02640	6
*EVALUATION	INSTRUCTOR JUDGMENT	02640	19
*FILE	OBSERVATION EMOTIONAL CLIMATE FIELD	02640	9

*OBJECTIVES	TO BECOME AWARE OF HOW LITTLE IS OBSERVED WHEN OBSERVATION IS UNSYSTEMATIC.	02641	18
		02641	19
*PREREQUISITE	2640	02641	20
*EXPERIENCE	1. THE TRAINEE RETURNS TO HIS ASSIGNED CLASSROOM FOR ONE HOUR. THIS TIME, HOWEVER, HE IS TOLD IN ADVANCE THAT HE IS TO ATTEND TO EMOTIONAL CLIMATE. 2. THE TRAINEE IS TO REPORT TO HIS FELLOW TRAINEES ON THE EMOTIONAL CLIMATE OF THE CLASSROOM HE OBSERVES. 3. THE INSTRUCTOR WILL QUESTION THE TRAINEE REGARDING THE EVIDENCE HE HAS FOR HIS EVALUATION OF EMOTIONAL CLIMATE.	02641	11
		02641	12
		02641	13
		02641	14
		02641	15
		02641	16
		02641	17
*SETTING	LARGE GROUP OTHER >SPECIFY< CLASS SCHOOL	02641	10
*MATERIALS	BLANK	02641	5
*LEVEL	ALL GRADES	02641	8
*GENERAL	ALL CANDIDATES	02641	7
*HOURS	2	02641	6
*EVALUATION	INSTRUCTOR JUDGMENT	02641	21
*FILE	OBSERVE EMOTIONAL CLIMATE PREPARED	02641	9

*OBJECTIVES	TO BECOME AWARE OF HOW MUCH CAN BE OBSERVED WHEN OBSERVATION IS SYSTEMATIC.	02642	25
		02642	26
*PREREQUISITE	2641	02642	27
*EXPERIENCE	1. THE TRAINEE RETURNS TO HIS ASSIGNED CLASSROOM FOR ONE HOUR. THIS TIME THE TRAINEE TAKES WITH HIM AN INSTRUMENT DESIGNED TO EVALUATE EMOTIONAL CLIMATE. THE INSTRUMENT WILL BE AN ADAPTATION OF THE EMOTIONAL CLIMATE SECTION OF THE CLASSROOM OBSERVATION CODE DIGEST USED BY CORNELL, LINDVALL, AND SAUPE. IT WILL CONSIST OF A LIST OF PUPIL AND TEACHER BEHAVIORS WHICH REFLECT EMOTIONAL CLIMATE AND THE TRAINEE WILL CHECK EACH BEHAVIOR THAT HE OBSERVES. 2. THE TRAINEE IS TO REPORT TO HIS CLASSMATES ON THE EMOTIONAL CLIMATE OF THE CLASSROOM HE OBSERVED. HE IS TO USE THE DATA HE GATHERED AS EVIDENCE FOR THE DESCRIPTION HE PRESENTS. THE INSTRUCTOR WILL PROVIDE THE TRAINEE WITH FEEDBACK REGARDING THE INCREASING ACCURACY OF HIS SUCCESSIVE REPORTS.	02642	11
		02642	12
		02642	13
		02642	14
		02642	15
		02642	16
		02642	17
		02642	18
		02642	19
		02642	20
		02642	21
		02642	22
		02642	23
		02642	24
*SETTING	LARGE GROUP OTHER >SPECIFY< CLASS	02642	10
*MATERIALS	INSTRUMENT	02642	5
*LEVEL	ALL GRADES	02642	8
*GENERAL	ALL CANDIDATES	02642	7
*HOURS	3	02642	6
*EVALUATION	INSTRUCTOR JUDGMENT.	02642	28
*FILE	OBSERVE EMOTIONAL CLIMATE INSTRUMENT	02642	9

*OBJECTIVES	TO TRANSLATE OBSERVATIONS OF BEHAVIOR INTO RECOMMENDATIONS FOR BEHAVIOR.	02643	18
		02643	19
*PREREQUISITE	MODULE 2642	02643	20
*EXPERIENCE	1. THE TRAINEE IS TO TRANSLATE THE OBSERVATIONS HE MADE IN 2642 INTO CONCRETE PROPOSALS FOR IMPROVING HIS OWN TEACHING. HE IS TO WRITE A REPORT SHOWING HOW SYSTEMATIC OBSERVATIONS OF HIS OWN TEACHING BEHAVIOR CAN BE USED TO FORMULATE RECOMMENDATIONS FOR IMPROVING HIS TEACHING. 2. THE INSTRUCTOR WILL DISCUSS THE REPORT WITH THE TRAINEE	02643	11
		02643	12
		02643	13
		02643	14
		02643	15
		02643	16

	AND PROVIDE HIM WITH FEEDBACK.	02643 17
*SETTING	INDEPENDENT SCHOOL	02643 10
*MATERIALS	BLANK	02643 5
*LEVEL	ALL GRADES	02643 8
*GENERAL	ALL CANDIDATES	02643 7
*HOURS	2	02643 6
*EVALUATION	INSTRUCTOR JUDGMENT.	02643 21
*FILE	OBSERVE REPORT EMOTIONAL CLIMATE IMPROVED TEACHING	02643 9

THE SIMULATION LABORATORY

In this program model, simulation materials and equipment are primarily constructed around television recording equipment to be augmented over time by an expanding set of motion-picture cartridge materials and other appropriate equipment. The known and tested uses of television recording, as specified in the clinical teaching experience sequence and the "self-other" experiences, thoroughly justify a substantial investment in television recording and Super-8 film cartridge equipment. The development plan calls for continually selecting TVR episodes which should be made available (via cartridge films) to more trainees. Thus, over time, the use of TVR would become more restricted to those experiences wherein visualized feedback (mirroring) is vital. The use of motion picture forms of simulated experiences

and simulated tasks would increase. It is also expected that commercial sources will significantly increase the variety and quality of materials suitable for the clinical simulations as projects such as the Indiana University INSITE (Instructional Systems in Teacher Education) mature.¹³

Particular acknowledgment is made of the role played by Dwight W. Allen and his colleagues at Stanford University in the development of the concept and methodology of micro-teaching.¹⁴ The lack of materials for simulation in teacher training has been significantly offset by the development of this semi-simulated procedure which depends less on pre-

¹³ Arthur H. Rice, Four Years of INSITE. (Bloomington, Indiana: Indiana University, School of Education, Undated.)

¹⁴ D. W. Allen, Micro-Teaching: A Description. Stanford California: Stanford University, School of Education, 1966)

existing materials (software) than it does on the hardware configuration (suitable for recording any given small-group instructional task). The versatility of micro-teaching makes us very hopeful for its continued development and expanded usefulness in the program model.

An excellent summary of the basic idea and procedure involved in micro-teaching is given in Professor Perlberg's paper for the American Society of Engineering Education.

Micro-teaching is a teaching encounter scaled down in class size and time. Micro-class size is usually three to six students and includes a five-to twenty-minute lesson. The purpose of micro-teaching is to provide prospective student teachers with a substantial amount of actual teaching practice preceding their entrance into student teaching in their assigned school. This is done with optimum control and evaluation procedures without jeopardizing the learning of regular classroom pupils. The micro-

teaching process takes place usually in "teaching laboratories." The student teaches micro-lessons to micro-groups, practicing mainly with a specific skill for each lesson, such as the ability to lecture, ask questions, lead a discussion, demonstrate, etc.

The lesson is taped and the student teacher views the tape immediately after the presentation. He analyzes his performance with the aid of a supervisor's critique and written feedback on an evaluation questionnaire completed by the students in the laboratory classroom. In some cases, he plans an "improved" version of the same lesson and re-teaches it immediately to another micro-laboratory class. In other cases, he will re-teach the lesson after a few days. ¹⁵

Further suggestions and reservations about the use of television in teacher education are provided by the AACTE volume Teacher Education and the New Media. ¹⁶

SELF-OTHER AFFECTIVE DEVELOPMENTS

Teaching teachers to care and to love has been an elusive problem. The art of teaching seems to depend heavily upon the capability of the teacher to relate warmly to others. A self-other relationship of trust and confidence rests upon empathy and compassion. It is not enough to be able to react sympathetically; the teacher must have enough security and self-understanding that he is neither easily threatened nor easily frustrated. Training toward these capacities has, at best, been intuitively attacked through methods more commendable for their good intentions than for their predictable results.

¹⁵ Arye Perlberg and David C. O'Bryant, "Video Recordings and Micro-Teaching Techniques to Improve Engineering Instruction". (Paper presented to American Society for Engineering Education, Los Angeles, 1968.)

¹⁶ H. Schueler, C. S. Lesser and A. L. Bobbins, Teacher Education and the New Media. (Washington, D. C. : American Association of Colleges for Teacher Education, 1967).

The following discussion concerns an application of procedures originally developed and extensively tested in the area of counselor training that holds important promise for effectiveness in the self-other relationship development needed in teacher education. The use of television to present simulated encounters and to provide feedback to the trainee concerning his own behaviors under the simulated conditions constitutes a relatively inexpensive and highly potent use of this important medium.

INTERPERSONAL PROCESS PHASE

Methods have been developed and validated¹⁷ at Michigan State University which significantly improve the ability of educators to communicate effectively with pupils and adults. This phase of the program model is based largely on those methods, though not limited to them. Where appropriate the methods are used in their original (i. e. validated) form. Where variations seem to be appropriate they are employed but without changing the essential nature of the methods and so, in all likelihood, not changing their validity.

The experiences described are divided into three major areas: 1) The Teacher Trainee as a Mature Adult, 2) New Experiences, and 3) The Mature Adult as a Teacher. Each experience builds on knowledge and skills presumed to have been learned in a preceding experience. The experiences are to teach the trainee to be more aware of his typical reactions to others; to improve his ability to relate to others; to make him a generally more mature person, better acquainted with and more capable of dealing with many different kinds of people of all ages; to be able to present himself to students as a worldly - wise secure, mature model of adulthood; and

¹⁷

Results of controlled studies are reported in Kagan & Krathwohl, Studies in Human Interaction, 1967, Michigan State University; which research was performed pursuant to a grant with the Office of Education, U. S. Department of Health Education and Welfare (Grant No. OE 7- 32-0410-270).

to help him to recognize quickly and understand clearly the cognitive and affective impact he has on those he teaches, the impact they have on him and to be able to adjust his behavior accordingly. These are the goals of this aspect of the program model.

In other areas of the program model the trainee will have learned a good deal about various content areas. He will have learned how to present material to pupils so that they are likely to learn and to become excited about learning. The trainee will have learned much about typical and atypical child dynamics and development and about appropriate and effective activities for pupils of various ages, stages and conditions.

Trainees in all likelihood will not have learned to recognize and understand the kinds of interpersonal situations which they themselves have difficulty dealing with. They will not have learned to recognize their own ways of blocking out communication with others or their own ways of subjectively perceiving certain aspects of their environment. They may not have been given an opportunity in their own family, community or formal education to examine and deal with important general aspects of life around them. They will not have been given training in examining the unique effects they and the material they are presenting has on individual pupils and the impact individual pupils and classroom situations have on the teacher trainee. These important behaviors and skills for a teacher are developed in this area of the program model.

BASIC METHOD DESCRIPTION AND DEVELOPMENT

Since 1963 research sponsored in large part by the U. S. Office of Education, Department of Health Education and Welfare, has sought to determine the effectiveness of a specific method of using video technology for the solution of a variety of counselor education, teaching, learning and physician-patient problems. The methods and projects grew out of a general awareness that there are many situations where a counselor or a teacher seeks to have a beneficial effect on one or more persons. Surely they could do a better job if they could more accurately ascertain what the other person thinks and why he behaves as he does.

The counselor needs to understand better what the client really means by what he is saying, and the teacher needs to understand better a pupil's dynamics to adjust his behavior accordingly.

What means have psychologists and teachers used to probe man's internal state? They have used psychological tests which purport to measure relatively gross aspects of the subject's personal and interpersonal drives and patterns, but none that predict or explain the meanings and dynamics of a subject's behavior at a given moment in time or in a given encounter. For example, a counselor might be able to ascertain that a client has rather high dependency needs but he could not reliably interpret the meaning of the client's anger at a counselor on a given day or his coyness on another. The teacher knows that John's IQ is high but this does not necessarily help him understand John's apparent stupidity in learning a particular rule or principle. Psychological tests are helpful but a more precise means of interpreting specific and situational (e. g. classroom) behavior is needed.

This project initially grew out of this need to provide more accurate means of interpreting behavior. Clearly we needed to find better ways to gain knowledge about underlying thoughts and feeling in human interaction. Why not simply ask participants to introspect and report their own underlying motives, attitudes and feelings? Wundt was among the early introspectionists who trained people to report what was going on in their minds. But Wundt and others observed that many things are forgotten, that the subjects in general are unlikely to recall more than the major details. They do not report things of which they were not conscious at the time they were undergoing the experience.

Because it is difficult for a person both to introspect and to interact with another person in a normal manner at the same time, we wondered if there was a way of permitting the mind to interact with a situation at one time and to introspect on the reaction at another time. We concluded that if we could give a subject enough cues to help him relive the experience, we could explore in depth later, the thoughts, feelings, changes in thoughts and feelings, meanings of various gestures and expressions, and

when and what a student was learning at various points in the interaction.

Benjamin S. Bloom¹⁸ and his associates (Bloom, 1954) studied classroom interaction by using audio tape recordings as the means of recreating the original situation. After audio-tape recording class discussion, individuals were called back and segments of the recorded discussion were replayed. The tape was stopped at what appeared to be significant points and the subject was asked to recall what was going through his mind at that point. The reports of these investigations suggested that the recordings aided many individuals in reliving their original experiences. The richness of detail in their reports led us to believe that this method had great promise. A student could report, for instance, that at the instant when the tape was stopped he happened to be gazing out the window and a red fire engine came cruising down the street. Recall instances of this kind, irrelevant to the main theme of the class lecture or discussion, added further credence to the belief that this method did indeed provoke rather accurate and detailed imagery of the previous events.

As we pondered the possibilities of using this method for our problem, it occurred to us that the likelihood of complete reliving of the experience would be increased if as much of the original experience as possible were presented to the subject. Video tape would permit us to provide the maximum number of verbal and nonverbal cues to the individual for recreating the original situation, and would allow immediate replay.

It also seemed possible that as we gained experience with the media we could train educators or clinicians to help a subject relive and report what he recalled. The immediate video tape replay with remote stop-start control, coupled with a person specially trained and experienced in helping a subject to relate his recalled thoughts and feelings, are the two dimensions which are the heart of our methodology. The name Interpersonal Process Recall (IPR) was coined to describe the process.

¹⁸ Benjamin S. Bloom

Although several variations have since been developed, our initial experimentation was structured in the following manner: two people (teacher and pupil, counselor and client, or physician and patient; i. e. supervisor and supervisee) conduct an interview or session within a specially constructed video-tape installation in the College of Education. The sound proofed room looks like a counseling office with comfortable chairs and attractive end tables. The cameras are pre-set and unmanned so that a minimum of distraction exists. As the interview is enacted the two participants are videotape recorded on a "split-screen" with the head and torso, head-on view enlarged as much as the screen permits. Immediately after the session is concluded one of the participants leaves the room and a third person, the recall worker or "interrogator" who has had training in stimulating participant recall, enters the room and a playback of the session is conducted. Either the third person or the participant may stop the playback to discuss the participant's recalled thoughts and feelings and to elaborate meanings. The interrogation sessions are also recorded for subsequent study. (Cf. Fig. 1 and 2, photos 1, 2, 3, and 4)

Photo 1.-- The TV camera is behind the hole being pointed out. It is visible, but not obvious.



FIGURE 1

IPR ROOM

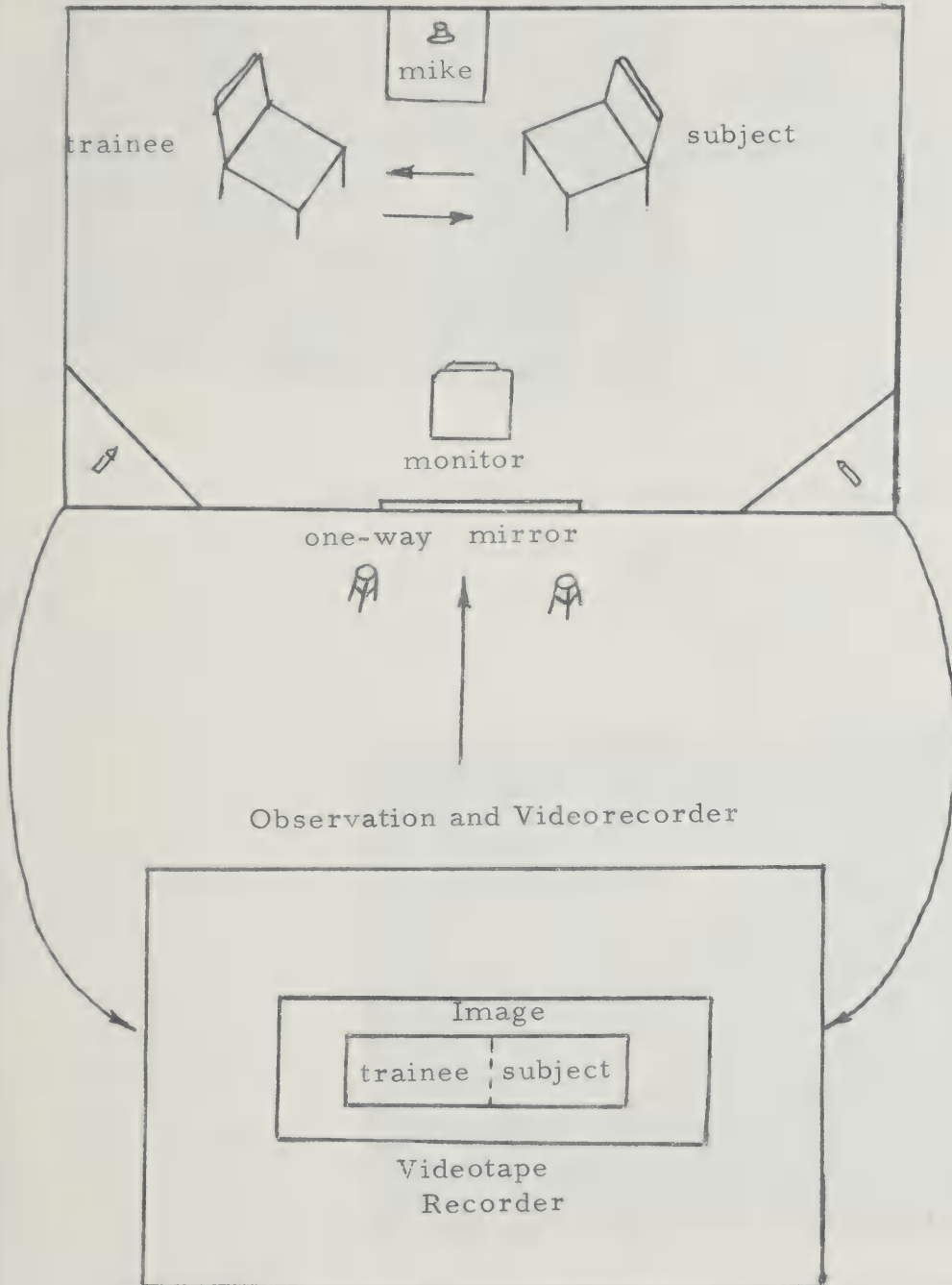


Fig. 1: Televising of session yields split-screen videotape recording of participants interaction. The TV cameras are behind partitions in the corners of the studio, the TV monitor for playback is against the middle wall. Middle wall also contains one-way mirror so that interrogator may observe the session while it is being recorded III-121

FIGURE 2

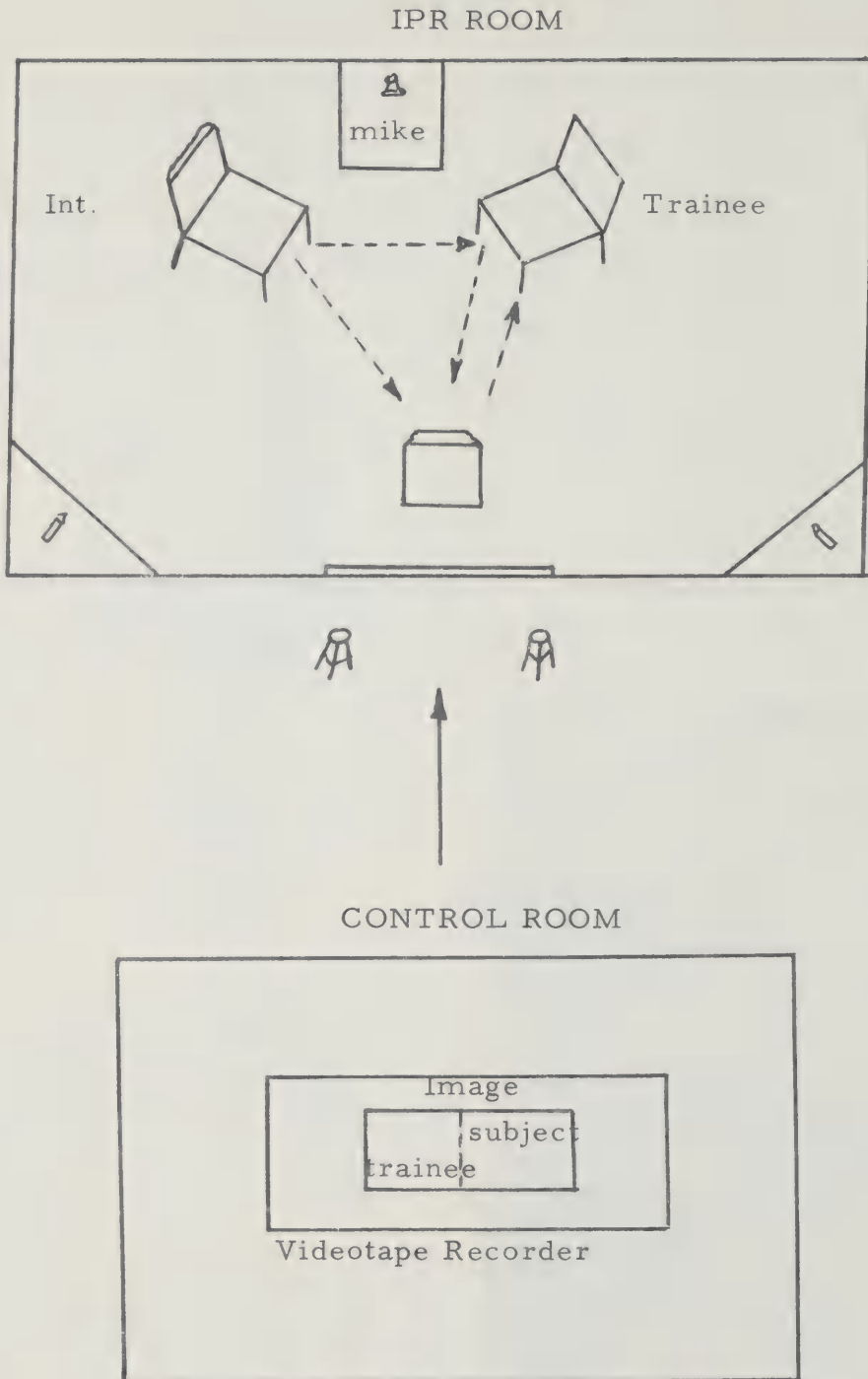


Fig 2: Upon completion of the session (Fig. 1) one of the participants leaves room and is replaced by interrogator. The videotape is played back to IPR room. Videotape is started and stopped by remote control switch by either interrogator or participant.



Photo 2.-- A counselor (left) and a student (right) are in position in the IPR studio and recall room. The microphone and telephone are between them.



Photo 3.-- The split-screen image is shown as it appears on video tape.



Photo 4. -- the student and an interrogator are shown watching a replay. The box in the student's hand contains an "off-on" switch which controls the video tape recorder.

We believe that the introduction of a third person interrogator into the dyadic relationship to conduct the videotape recall sessions for one or, for special purposes, both of the participants is basic to obtaining significant data and learning from video recall.

The interrogator's function is to facilitate the participant's self-analysis of his underlying thoughts, feelings, images, expectations and general pattern of interaction in the original dyad -- it is not to establish another relationship like the one being reviewed. He tries to keep the participant's attention focused on the feelings or the content of the original relationship not on the interrogator. He helps the participant relive the original experience and talks only about what transpired then.

The subject needs to be encouraged to pay attention to the T. V. monitor as much as possible and to the third person interrogator as little as possible. The questions the interrogator asks are very brief to keep the participant focused on the T. V. monitor. Although practice and skill are needed by the interrogator to help the subject recognize his underlying feelings, he needs to structure carefully his relationship with the participant and act more like a clinical interrogator than like a counselor

or a teacher. Because this third person must delimit his clinical function to actively probing the immediate past, we originally chose the name "interrogator" to describe his role. Usage of the term, despite its negative connotation, has persisted.

Interrogators who are most effective in assisting participants to recall and examine thoughts and feelings are usually people who have themselves been through the process as participants. As one might expect, interrogators recruited from counselor education programs tend to encourage participant recall of affect; interrogators recruited from teacher education programs tend to focus more on recall of thought processes. Regardless of professional interest it appears that the effective interrogator must possess perceptive abilities and empathic qualities. As more experience with the process was gained clearer differentiation was made between the roles of teacher or counselor and interrogator.

First, the interrogator is not as concerned as the teacher or counselor with the total dynamics of the subject but rather with teaching the participant how to interrogate himself and how to gain insight through the "self-confronting" experience afforded by videotape. No attempt is made to relate the recalled thoughts and feelings to the participant's life in general. Only the relationship on videotape is studied, although major elements of the dynamics within that relationship are sought. Thus the interrogator usually encourages the participant to deal with basic recurring or persistent fears, thoughts, aspirations etc., rather than spend much of the interrogation session focusing in on one or two responses or gestures.

Second, whereas a teacher or counselor may ordinarily allow the subject freedom to "set the pace," the interrogator tends to "push" for greater clarity in describing and understanding specific behaviors. Since the interrogator has the videotaped behavior, he may choose to examine any response by asking the subject to stop the playback and to elaborate the meaning of a piece of behavior the interrogator considers important.

Through interrogation the participant can become intensely aware of his own behavior, thoughts and personal idiosyncrasies. The more he examines himself in interaction, the more he may

consciously choose to alter or redirect his behavior with others. It is the interrogator's function to create within the subject this "intense awareness of his own behavior" in one relationship. It is in the counseling or teaching relationship that the subject uses that "awareness" to enter a new relationship with the counselor or teacher or indeed to modify his total life patterns.

As experience with IPR interrogations was gained, it seemed to be helpful if subjects were given an explanation which might help them understand the purpose of the process, especially since helping participants to become self-interrogating seemed the most productive way to help them toward self-exploration and insight. At the beginning of each recall session, and repeated as necessary, the following assumptions are made explicit to subjects before recall is begun:

1. We know that the mind works faster than the voice.
2. As we talk with people, we think of things which are quite different from the things we are talking about. Everyone does this and there is no reason to feel embarrassed or to hesitate to "own up to it" when it does occur.
3. We know that as we talk to people, there are times when we like what they say and there are times when we are annoyed with what they say. There are times when we think they really understand us and there are times when we feel they have missed the point of what we are saying or really don't understand what we were feeling or how strongly we were feeling something.
4. There are also times when we are concerned about what the other person is thinking about us. Sometimes we want the other person to think about us in ways which he may not be.
5. If we ask you at this moment just when you felt the (teacher/counselor) understood or didn't understand

your feelings, or when your mind "wandered" or when you were confused, or when you felt you were making a certain kind of impression on him, or when you were trying to say something and it came out quite differently from the way you wanted it to, it would probably be very difficult for you to remember. With this T.V. playback immediately after your session, you will find it possible to recall these thoughts and feelings in detail. Stop and start the playback by means of the switch as often as you remember your thoughts and feelings. The recorder is on remote control so that you are not troubling anyone no matter how often you stop and start the playback. As you remember thoughts and feelings, stop the tape and tell me what they were."

Subjects appear to differ widely in their abilities to engage in this process. While some become involved rather easily, others need to be prompted, for example, "I know that's what you said, but what were you feeling as you said it?"

The interrogator encourages the subject to talk about what he likes about his behavior in the original session as well as what he dislikes. The image the subject maintains or wants to maintain about himself often is revealed during the interrogation session. The interrogator may gradually expand the field of recall into subtler dynamics, "What did you want the other to think or feel about you?" Generally, this last "mirror image expectation" seems quite a fruitful area for recall, although it is also a difficult area for some people to deal with.

Subject involvement in the interrogation process, then, develops around:

1. His feelings - their origin and development within the session.
2. His thoughts - their origin and development within this session.
3. The way he sees himself - the things he likes, dislikes and fears about himself.

4. The way he would like the other to see him.
5. The way he believes the other actually does see him.

Thus the interaction between interrogator and subject is structured to enable the participant to become aware of his behavior in a dyadic relationship just previously conducted.

VARIATIONS EMPLOYED FOR TEACHER PREPARATION

The IPR technique described above provides a method in which a teacher trainee can learn about the impact he had on a pupil by observing or listening later to a recording of the pupil's recalled thoughts and feelings. Likewise the pupil learns much about his own behavior by reviewing a video playback with the help of an interrogator.

We observed that learning and practicing the role of interrogator seemed to help one learn to be more effective with others, especially when one is in a counselor-like role. One variation of the basic I P R technique is to encourage teacher trainees, at an appropriate stage in their training, to serve as interrogators in recall sessions with the subjects of other teaching trainees.

We found that teachers often "know" more about the dynamics and behavior of the student they had had a session with than one might have believed by watching the session. Although a number of other factors could be at work, this phenomenon is associated with the teacher's own early socialization. (e. g. " It isn't nice to confront or contradict someone, they may get angry. . . , " or " I was afraid to take a chance, to trust my perception. . . ")

We often found it useful, especially early in the training process, to do recall with the teacher trainee. Often this process helped the neophyte recognize the ways in which he avoided dealing with important facets he knew were working and to plan more appropriate behaviors in the future. For

example, typical beginning teacher conducts a very tense tutorial session in which he spoke rapidly, did not listen to or seem to understand the pupil's questions, and in which the pupil eventually seemed to give up trying to follow the rapid fire lecture. In recall the trainee looked at himself and said, "I'm scared - but I'm working so hard to keep from showing I'm scared that I'm not really listening to him--I'm so wound up in protecting myself from his seeing how scared I am--but, just look at me--anyone could tell I was scared stiff--he could too--I should have told him, maybe then at least, I wouldn't have had to devote so much energy to listening (and so unsuccessfully at that)." Recall with the trainee alone has thus become an important variation of the basic IPR process.

We found that it was possible for an interrogator to teach both participants (teacher and pupil) how to engage each other in more open direct communication. The interrogator conducts a recall session using a videotape depicting both participants. Both remain present but the teacher is asked to sit in the back of the room, out of the pupil's field of vision. Gradually the interrogator involves the teacher and "monitors" a new dialogue between the two participants so that they are encouraged through recall to honestly tell each other about the thoughts, feelings, and meaning behind their various statements and maneuvers in the recalled session. Once the teacher has been involved in active participation in the recall process, the interrogator suggests that he exchange seats with him. The recall session continues with the interrogator assuming less and less control. The new openness seems to promote subject growth under certain conditions of teacher readiness.

One of the most exciting variations we have developed combines IPR and simulation of interpersonal processes. This variation grew out of an attempt to make the IPR procedure more effective. The extent to which there is recall material which lends itself to the identification of subject interpersonal style or the solution of the subject's problem depends largely on the quality of the interview. In some instances the interviews are intense and contain a great deal of interaction about matters of concern to the participants, but in other instances the sessions may stay on the surface of a problem for some

time and be very bland exchanges. Often during a dyadic session neither the trainee nor the pupil is face-to-face with threatening interpersonal relationships which are most difficult for him, so the recall session can not really deal with the full intensity of the client's difficulties in interpersonal relationships.

If a trainee was exposed to various kinds and degrees of emotional situations, if his reactions to these situations were videotaped, and if after each such exposure he was given the opportunity to view his behavior with an interrogator via IPR, could not the learning process be accelerated? Would not examples of the trainee's own reactions to a series of planned behaviors serve as a very potent stimulus for the exploration of behavior and affect? It occurred to us that confrontation by the trainee with his own videotaped reactions to a series of planned behaviors of another might serve as a sort of microscope on the type of affect elicited by that particular behavior of the other.

The first step was to determine through our previous experience with teacher trainees the most common kinds of concerns they had. We surveyed large numbers of teacher trainees to determine the kinds of classroom situations they felt they would be least able to cope with. We also determined the kind of adult-to-adult situations which were of concern to trainees.

The next step was to train professional adult actors and to select elementary and junior high school pupils to portray different types of affect with varying degrees of intensity, but to avoid use of words which indicate a specific situation or "story." Each "actor" was instructed to direct a particular emotion (rejection, affection, hostility, etc.) at an imaginary individual directly behind the camera lens so that the resultant image looks directly at the viewer. The adult actors were encouraged to interpret individually the given emotion; they were not restricted to a written script but were told the kind of effect their behavior was to have on the viewer. (e.g., directions given to the actor for one scene were, "We want the person you are talking to to feel as if he has done something

terrible to you. You are frightened of him, yet can no longer restrain the hurt you feel. Don't specifically state what has been done to you, only that something has been done to you by the viewer which has been very destructive to you.") The vignettes portray aggression (both hostility and affection) and fear of aggression hostility and affection. Each of the four emotions is portrayed in four to seven filmed scenes which can be used as discrete entities, although they do progress from mild to very intense degrees of feeling for each emotion. The four emotions are:

1. Hostility -- the scenes have an "I reject you" tone, progressing in four separate scenes from a very subtle, tone in the first to an intense expression of hostility in the fourth.
2. Affection -- this series of five scenes proceeds from a warm, cordial acceptance to seductive overtures.
3. Fear of Hostility -- this series portrays "You've rejected me, you've hurt me," beginning with a mildly hurt reaction and culminating in a scene where the actor indicates he is completely emotionally devastated by something the subject has said or done.
4. Fear of Affection -- this series portrays "Please stay away, your overtures scare me," beginning with a smiling "no thank you" reaction and culminating in hysterical fear.

The children were given similar freedom but were encouraged to direct their statements to an imaginary teacher. Thus a Negro girl stares at the viewer and angrily challenges "... Teach, if you'r big enough to sit me down, you sit me down!"

FIGURE 3

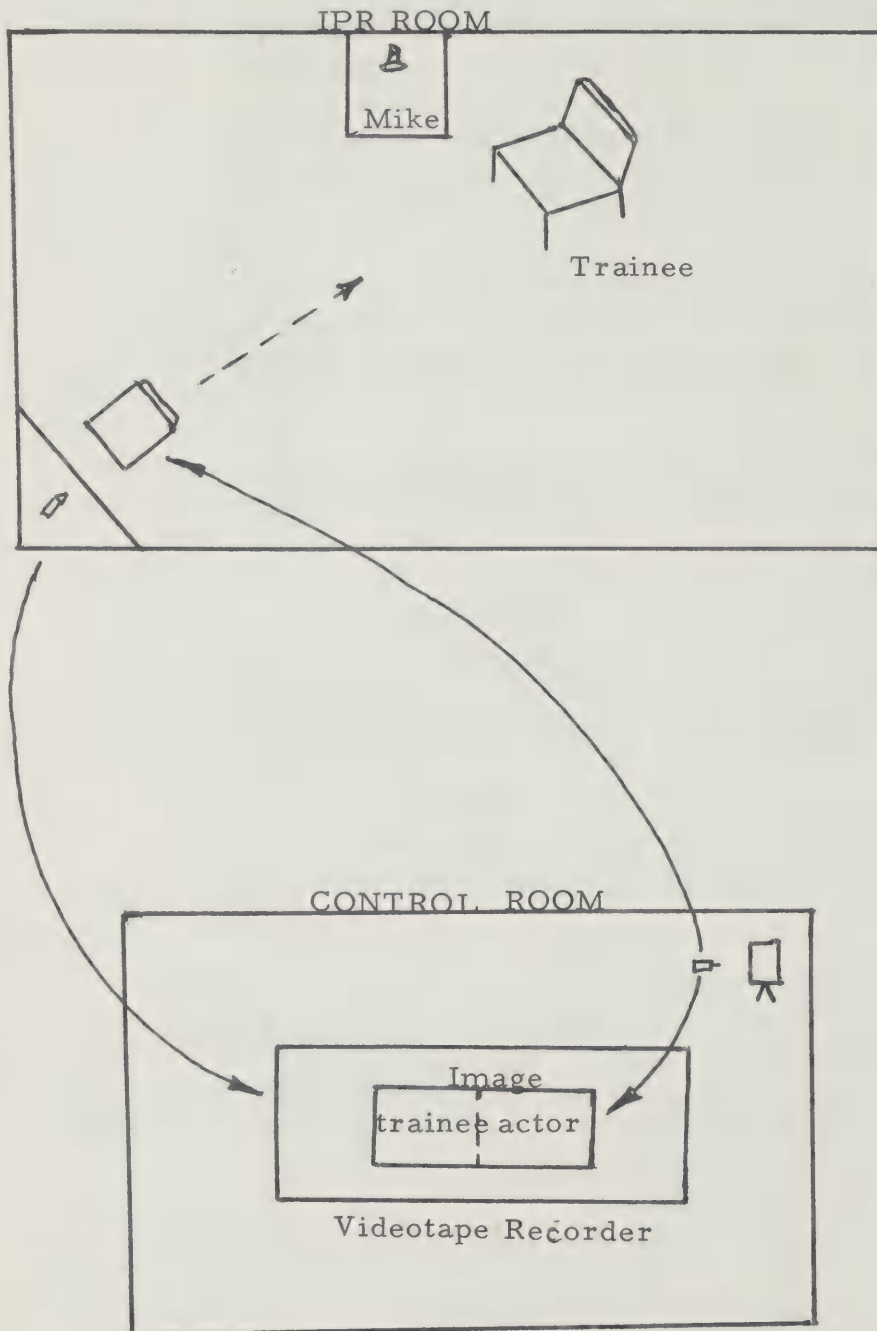


Fig 3: Film of actor or pupil portraying emotion is shown via TV to trainee in viewing room. Trainee behavior while watching film is combined with the film to provide a split-screen videotape recording for examination in recall. Whenever physiological measures are used, an additional camera records the measures on the same split-screen recording.

FIGURE 4

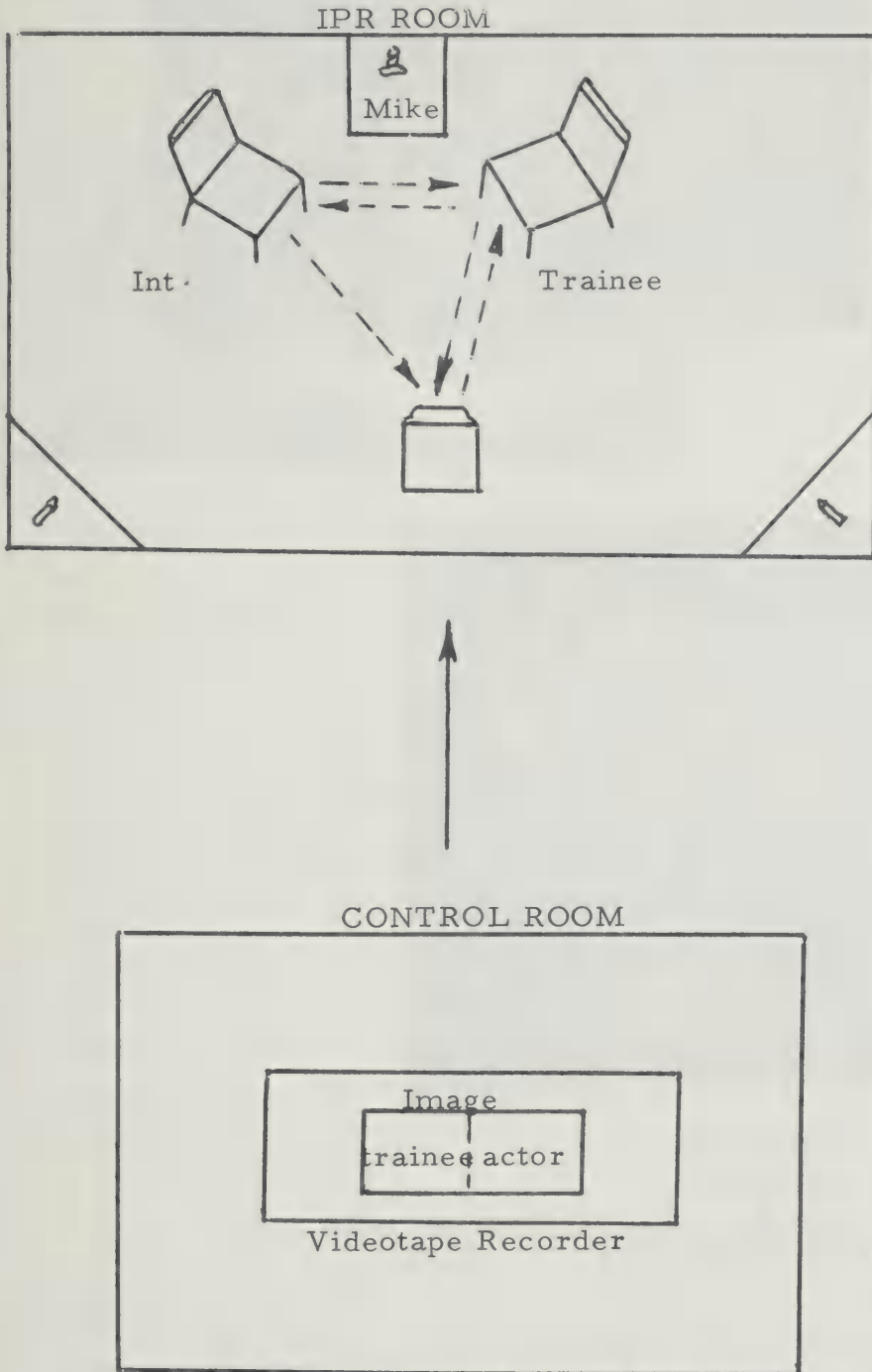


Fig 4: Upon completion of a series of emotional vignettes, trainee is joined by interrogator (int.). A split-screen videotape of trainee behavior while watching emotional vignettes and emotional vignette is played back to the viewing room. Videotape is started and stopped by remote control switch by either interrogator or trainee.

Photo 5.-- A filmed actor engages in threatening behavior with a trainee.



Photo 6.--Trainee and film are video-recorded. In this case, trainee's heart rate was also recorded (faint white dot below) actors left forearm).



Photo 7.-- Counselor and trainee watch replay. Switch in trainee's hand controls video tape recorder.

These films are shown to individual subjects who are instructed to imagine that the person they see is talking directly and privately to them (fig. 3). As the subject views the vignette, he is videotaped (Photograph 5). In a further refinement of the process we use wireless remote transmission devices to record a subject's physiological reactions on the same tape as is the trainee and the actor he is watching (Photograph 6). Thus on replay the subject can see himself reacting to the "other" and his bodily reactions¹⁹ as he reacts during the simulated encounter. (The physiological measures are usually recorded from an oscilloscope and appear as a white dot crossing the bottom of the T.V. screen.)

At the conclusion of the simulation experience a supervisor or counselor who is trained in interrogation enters the room (Fig. 4). The videotape of the subject's reaction to the emotional vignettes is replayed, and recall of his thoughts

¹⁹ Thus for both heart rate and a new-approach to the measurement of skin conductance have been most useful. (See Thomas Adams, "Human Ecrine Sweat Activity and Palmar Electrical Skin Resistance", Journal of Applied Physiology, Vol. 20, No. 5, Sept 1965)

and feelings serves as a basis for a session with the interrogator (Photograph 7).

Most subjects have had little difficulty in involving themselves with the actors or the pupils even when large groups have viewed the films in well-lighted rooms. For example, a male subject in his mid-twenties, viewing a "rejection" scene where the adult actor threatens to physically attack the viewer, talked to the screen, challenging the actor to follow through. Such involvement, followed by IPR sessions on their reactions seems to have enabled subjects to gain rapid insight into what is probably their typical reactive behavior to intense or threatening interpersonal situations. For example, a teen-age female subject, viewing her reactions to a rejection sequence of increasingly intense scenes, noted that she laughed late in the sequence. "At first I was mad---when he came on mild---but here I couldn't help but laugh. I've learned to do this with my Mom; whenever she hits me I sing or laugh to burn her up. . . If I tell people off, I feel guilty later, but if I just laugh at them I don't feel guilty." A teacher trainee viewing a child crying and accusing the teacher trainee of having been the cause exclaimed, "that's the kind of thing I'm most frightened of. . . what would I do. . ." and her own eyes teared. It appears that a person's reaction to simulated intense emotional threat is not qualitatively different from the emotions he perceives frequently in the course of his daily encounters, and that analysis of these reactions has important implications for the person's general behavior or classroom behavior.

Initial case study results have suggested that confrontation with simulated reactions within the IPR process accelerated the ability to perceive, differentiate and gain insight into one's reactions to others. In addition simulation has the advantage of providing a standard stimulus to all trainees to react to and to discuss. Simulation can be used early in a trainee's program, providing him with "interaction" without risking harm to a pupil because he has not been adequately prepared. The physiological feedback seems to add so much to the trainee's ability to relive his feelings that the need for an interrogator is lessened until he can finally be eliminated altogether.

These variations of the IPR technique are the basic tools we use to accomplish the goals of this part of the teacher preparation program model.

NEW EXPERIENCES

As we experimented with helping educators become more aware of their interaction with children and adults and better able to modify their behavior we realized that more was needed by most young trainees in order to achieve our goals. It appeared to us that we had helped trainees to learn a good deal about what they can and should say in interacting with children. They also had learned much about more effective ways to relate with pupils. Our activities were designed to influence what the teacher says and what the teacher does, but more work was needed to influence what the teacher is.

The problem became one of helping the young trainee become more experienced as a human being--a person who is not afraid of life, who has a good deal of inner strength based on successful experiences and worldly knowledge. We wanted to help a trainee become not merely "tolerant" of differences among pupils of different backgrounds or with unusual characteristics, but ready to understand, and relate to such pupils with a knowledge and appreciation of the pupil's situation. In essence, we wanted to help the trainee become a more three dimensional being to serve children as a model of mature adulthood.

The experiences and activities described here will not need to be experienced by all trainees. A trainee who has already had the kind of experience described will not be asked to participate in that experience. Discussion with the trainee's academic advisor will determine areas in which the neophyte's involvement might be of value.

These activities are based on the observation that many trainees are quite ignorant of important subgroups in society today. Knowledge about these groups, along with experience in relating with members of such groups, might help the

trainee overcome any fears he may have based on the "strangeness" of the subgroup. The trainee will be provided an opportunity to learn about the hippie culture, the drug culture, the "gay" world and a variety of groups segregated because of color or ethnic background. The trainee will be helped to get a close look at a variety of "different" people in different situations, such as inmates, institutionalized teenage delinquents, homosexuals, psychotics, prostitutes, the aged, and retardates. Trainees will also become better acquainted with the Jet Set, Old Money, life in the black ghetto, the police culture, the rural south, Jewish neighborhoods, Polish town, Greek town, and Mexican, Puerto Rican and American Indian monasteries.

Another kind of maturing experience designed to help the trainee be and feel more experienced and more competent as an adult can be gained through helping him face some of the facets of life which are often frightening to young trainees because of their age or family background. We will help acquaint trainees with the physical and emotional experiences associated with giving birth, watching someone die, and witnessing surgery or autopsy. We will provide medical information about cancer, venereal disease, birth control, sexuality and even sexual orgasm.

We will provide experiences designed to help a trainee learn to feel more deeply beauty and joy associated with aesthetic, interpersonal and religious experience.

Experiences will be provided to enable the teacher trainee to experience an intimate sharing of feelings with other people, so that he is less frightened of revealing himself or hearing other people reveal their feelings. The trainee will be helped to discover also that he has the strength to survive alone, that he could be psychologically "abandoned" and survive for a time.

Such knowledge as described here will be provided through a variety of resources, educational media, and real life experiences as appropriate and feasible. In some cases, teacher trainees will visit communities to interview people; for other experiences, they will observe others interviewing; sometimes information will be told to them, they will be asked to read books, or they may be shown films and video tapes.

Experiences will be carefully supervised to avoid unnecessary shock or boredom and to provide the trainees with ample opportunities to discuss the meaning of the experience they have had.

Program Overview--The Interpersonal Process Phase of the Program Model is designed to move the trainee from less to more complex experiences, from situations which are less real (simulation) to more real, and from general life roles to specific teacher roles. These are accomplished by using the methods described in a system which progresses so that specific subgoals are accomplished. This entire phase has three major units. The first unit is entitled The Trainee as Mature Adult. Here we help the trainee to become more and more aware of his interpersonal behavior with other adults. We provide opportunities for him to discover new modes of behavior and to practice them. Simulation with adult-to-adult films as stimulus is followed by groups of trainees discussing their reactions to the stimulus--how they felt, what they typically do when they feel that way, and what they would prefer to do when they feel that way.

The next simulation experiences are video-recorded, and followed by a recall and interrogation session. Succeeding sessions involve simulation with video and physiological record of conditions followed by recall. The trainee now sees not only his physical appearance but also can study changes in his heart rate and palmar skin conductance.

In the next series of experiences in this first unit simulation is also used but not via film. The trainee is asked to describe himself to another person as fully and honestly as he can. The session is video recorded and the trainee has a recall session, followed by another session with the same person in which he tries to use the knowledge he gained during the recall session to communicate with the other person more clearly and effectively.

Physiological measures are made during the new session and at the conclusion the trainee watches a replay of his behavior and physiological processes so that he can evaluate his own behavior.

Thus far the trainee has been learning and experimenting with his own behavior without the added stimulus of the recall of the "other". The next steps introduce this variable. Two trainees tell each other, in turn, the difficulties each has found in communicating with other people, and especially the kinds of interpersonal stress which trouble him. This is followed by a recall session in which both participants are joined by an interrogator. After the recall session the participants are asked to describe again their difficulties in communicating to each other but this time to try to revise their behavior in ways which suggested themselves during the recall session.

At the completion of this first unit the trainee should be ready to enter into relationships with greater comfort and effectiveness. He should be able to recognize fully his reactions to people and should be capable of honest communication with others.

At this point the unit entitled New Experiences is appropriate. Through direct experiences, observation and reading the trainee is acquainted as much as possible with various subcultures within our society and with the other experiences already described. The trainee devises a schedule of activities after consultation with his supervisor or advisor.

The final unit in this phase of the program is entitled, The Mature Adult as Teacher. Here is a series of activities which helps the trainee become keenly aware of his relationship with pupils and children to help him recognize his typical reactions to their typical and atypical behavior, and to learn about children's reactions to him. Finally, opportunities for the trainee to practice new behaviors are provided.

The first session in this unit requires that the trainee view stimulus films of pupils "talking" to the trainee. Trainees will be encouraged in small groups to discuss their feelings, probable reactions and alternative reactions possible in "dealing" with each stimulus film scene. In the next experience a pair of trainees view a new series of films under video-record conditions and then engage in a mutual recall session. In the next experience each trainee watches the remainder of the films under video and physiological-record conditions, and then reviews a playback of the video tape.

The next session is simulated but not via film. Trainees work in teams, with one teaching the other something he knows and which he thinks might interest his partner. A video playback and mutual recall session follows. In the next session the teacher-trainee conducts a real tutorial session with a pupil from a local elementary school. A second teacher trainee assumes the role of interrogator and conducts a recall session with the pupil. Later, when the second trainee conducts a tutorial session with another pupil, the first trainee acts as interrogator of the second pupil at the end of his partner's session. During these recall sessions the trainee who conducted the tutorial either observes the recall session through the one-way mirror, or he may request that an audio recording be made of the recall session for him to study at a later time.

The next sessions are designed to help the trainee learn to establish more open honest communication patterns with pupils so that the child feels free to tell the teacher what he understands and what he does not, what excites his curiosity and what does not. The trainee conducts a tutorial session under video record conditions. At the conclusion he and the pupil conduct a recall session in which they try to reveal to each other the impact they had on each other--when they were talking to each other and when they were "missing" each other. At the end of the recall session a second tutorial is immediately engaged in so that both trainee and pupil may try to deal with each other more effectively than before. This concludes Unit Three.

A total of approximately 17 hours will be needed for Unit one and 12 hours for Unit three. The time for Unit two is dependent on each trainee's needs and could range from 10 hours to 600 hours.

RESOURCES REQUIRED The following materials will be required for each IPR facility built. Each such facility is capable of accomodating a total of 85 trainees each year, assuming that the facility is not used for other purposes but including allowances for time loss due to mechanical failure. If evenings and weekends are used, then a total of 150 trainees can use each facility per year.

1 Telemetric, (remote broadcast) unit, electrodes, pre-amplifier

1 Constant-voltage D-C bridge, pre-amplifier, electrodes

3 EIA remote cameras with fixed lenses

1 Special effects amplifier

1 16 mm sound projector

1 Audio mixer

2 Audio tape recorders

2 Twin 8" monitors

2 Consoles

3 Camera mounts

1 Ampex VR 5000

Cables and connectors

Video and Audio Patchfields and Cords

1 Remote stop-start switch

1 EIA sync. Generator

2 Oscilloscopes

Unit one should be completed early in a trainee's training period, Unit two could be completed slowly throughout the training period, and Unit three should immediately precede the trainee's actual supervised practicum experiences.

Each IPR facility should have two 1/2 time graduate assistants drawn from the ranks of doctoral students in teaching or counseling. They should coordinate all use of the facility, schedule experiences for the candidates , recruit pupils for the tutorial sessions, conduct interrogation sessions whenever a non-trainee interrogator is called for, and schedule routine equipment maintainance and repair.

An administrative assistant and a professor released 1/2 time should be provided for overall coordination and evaluation if more than 1 but less than 5 IPR units are needed. If more than 5 units are needed the full time of a professor will be required.

*OBJECTIVES	TO EXPLAIN AND EXPERIENCE THE RATIONALE FUNCTION AND TECHNIQUE OF INTERROGATION,	00776039
*PREREQUISITES	NONE	00776036
*EXPERIENCE	FIRST THE RATIONALE, FUNCTION, AND TECHNIQUES OF INTERROGATION ARE EXPLAINED. (SEE INTRODUCTION) THEN VIDEO-TAPED INTERVIEWS AND TUTORIAL SESSION ARE PLAYED, THE INTERROGATOR IS ASKED TO IDENTIFY PLACES IN THE INTERVIEW WHERE HE MIGHT ENCOURAGE A SUBJECT TO STOP (ASSUMING THAT THE SUBJECT DID NOT STOP AT THOSE POINTS BY HIMSELF), HE IS ASKED TO EXPLAIN WHY HE CHOSE TO STOP AT THAT POINT AND WHAT HE MIGHT ASK THE SUBJECT AT THAT POINT. EFFORTS ARE MADE TO DEVELOP THE TRAINEES SENSITIVITY TO SPECIFIC CUES WHICH ASSIST THE INTERROGATOR IN RECOGNIZING VERBAL AND NONVERBAL COMMUNICATION WHICH MIGHT BE EFFECTIVELY USED IN THE INTERROGATION SESSION. THEY ARE TAUGHT THAT ABRUPT SHIFTS IN THEME DURING THE SESSION SHIFTS IN BODY POSTURE, CHANGES IN VOICE LEVEL, TONE OR PACE, USE OF VOCABULARY WHICH DESCRIBES INTENSE AFFECT CHANGES IN VISUAL FOCUS (ESPECIALLY GLANCES IN WHICH EITHER PERSON CLEARLY MISINTERPRETED THE OTHER OR APPEARED TO NOT HEAR THE OTHER, INAPPROPRIATE AFFECT SUCH AS LAUGH FOLLOWING A SERIOUS COMMENT, AND SIMILAR CUES MAY BE INDICATIVE OF HEIGHTENED UNDERLYING EMOTIONALITY OR DIFFICULTIES IN UNDERSTANDING ARE OFTEN PRODUCTIVE TIMES TO STOP THE PLAYBACK. NEXT, EACH INTERROGATOR-TRAINEE IS SHOWN FILMS AND VIDEOTAPES DEMONSTRATING VARIOUS INTERROGATION SESSIONS. HE IS ENCOURAGED TO CRITIQUE THE TAPES,	00776037 00776011 00776012 00776013 00776014 00776014 00776016 00776017 00776018 00776019 00776020 00776021 00776022 00776023 00776024 00776025 00776026 00776027 00776028 00776029 00776030 00776030 00776032 00776033 00776034 00776010 00776005 00776008 00776007 00776006 00776038 00776039 00776040 00776009
*SETTING	COLLEGE - SMALL GROUP	00776010
*MATERIALS	FILMS	00776005
*LEVEL	ALL GRADES	00776008
*GENERAL	ALL CANDIDATES	00776007
*HOURS	4	00776006
*EVALUATION	TO BE ABLE TO IDENTIFY VERBAL AND NON-VERBAL COMMUNICATION	00776038
*EVALUATION	TO BE ABLE TO IDENTIFY VERBAL AND NON-VERBAL COMMUNICATIONS,	00776039
*FILE	INTERPERSONAL RECALL INTERROGATION TRAINEE SENSITIVITY	00776040 00776009

*OBJECTIVES	TRAINEES WILL HAVE BEGUN TO CONSIDER THE KINDS OF INTERPERSONAL SITUATIONS WHICH ARE TROUBLESOME TO THEM, THE WAY IN WHICH THEY TYPICALLY COPE WITH SUCH SITUATIONS. THEY WILL HAVE LISTENED TO THEIR PEERS DESCRIBING THEIR WAYS OF RESPONDING AND SO THE CANDIDATE WILL HAVE LEARNED SOMETHING ABOUT WAYS OF COPING OTHER THAN HIS OWN,	00777022 00777023 00777024 00777025 00777026 00777027 00777027
*PREREQUISITES	THIS MODULE MAY PRECEDE MODULE 776	00777027
*EXPERIENCE	TRAINEES WATCH FILM ENTITLED STOCK - REJECTION 1, SCENE 1 AT CONCLUSION OF SCENE PUPILS ARE ASKED BY INTERROGATOR (GRADUATE ASST.) HOW THE ACTOR MADE THEM FEEL. AFTER THIS IS DISCUSSED HE ASKS THEM HOW THEY TYPICALLY REACT WHEN THEY FEEL THAT WAY. FINALLY THEY ARE ASKED TO CONTEMPLATE ALTERNATIVE WAYS IN WHICH THEY MIGHT BEHAVE. THEY ARE THEN SHOWN STOCK - REJECTION PASSIVE, SCENE 1 AND AGAIN A DISCUSSION AS ABOVE FOLLOWS. THIS PROCESS CONTINUES UNTIL ALL OF THE FIRST 2 SCENES IN EACH OF THE STOCK AND VICKI FILM SERIES IS COMPLETED AND EACH HAS BEEN DISCUSSED,	00777011 00777012 00777013 00777014 00777044 00777016 00777017 00777018 00777019 00777020 00777021 00777010
*SETTING	BLANK	00777010
*MATERIALS	FILMED SEQUENCES OF STOCK AND VICKI - CURRENTLY AVAILABLE IN IPR LIBRARY,	00777005 00777006 00777008 00777007
*LEVEL	ALL GRADES	00777008
*GENERAL	ALL CANDIDATES	00777007

*HOURS	4 HOURS - 4 SESSIONS OF 4 HR, EACH, ONE WEEK APART	00777006
*EVALUATION	EVALUATION OF THIS AND NEXT 4 MODULES CAN BE DETERMINED, SUBJECTIVELY AND INFERENTIALLY BY THE ASSISTANT PROFESSOR LEADING EACH DISCUSSION, HOWEVER, A MORE SPECIFIC (THOUGH STILL SUBJECTIVE EVALUATION CAN BE MADE BY EXAMINING THE CONTEXT OF MODULE 780	00777029 00777030 00777031 00777032 00777033
*FILE	EMOTIONAL REACTION COPING BEHAVIOR INTERPERSONAL SELF-ANALYSIS	00777009 007770

*OBJECTIVES	IN ADDITION TO LEARNING MORE ABOUT HIS COPING TECHNIQUES AND SUBJECTIVE REACTIONS TO MORE INTENSIVE STIMULI THAN THE PRECEDING MODULE, THE TRAINEE WILL HAVE LEARNED WHAT HE LOOKS LIKE UNDER INTERPERSONAL STRESS SIMULATION. HE WILL HAVE HAD AN OBJECTIVE VIEW OF HIMSELF, TYPICALLY TRAINEES LEARN THAT THEY ARE MORE TRANSPARENT THAN THEY THOUGHT THEY WERE.	00778020 00778021 00778022 00778023 00778024 00778025 00778026
*PREREQUISITES	MODULES 776, 777	00778027
*EVALUATION		00778028
*EXPERIENCE	EACH TRAINEE WATCHES 2 SCENES (NEXT LEVEL OF INTENSITY OF EACH OF THE STOCK AND VICKI SEQUENCES), HE IS VIDEO RECORDED AS HE WATCHES EACH SCENE, AT THE END OF EACH OF TWO, THE T.V. MONITOR IS TURNED ON AN INTERROGATOR (THE GRAD, ASST,) ENTERS THE IPR ROOM AND CONDUCTS A RECALL SESSION, THE TRAINEE THEN VIEWS 2 MORE SCENES AND IS AGAIN INTERROGATED. THIS PROCESS CONTINUES UNTIL THE TRAINEE HAS BEEN EXPOSED TO A TOTAL OF EIGHT SCENES AND HAS HAD FOUR INTERROGATION SESSIONS,	00778011 00778012 00778013 00778014 00778015 00778016 00778017 00778018 00778019
*SETTING	COLLEGE - INDEPENDENT	00778010
*MATERIALS	IPR ROOM STOCK AND VICKI FILMS,	00778005
*LEVEL	ALL GRADES	00778008
*GENERAL	BLANK	00778007
*HOURS	2 HRS. - 2 SESSIONS OF 1 HR, DURATION	00778006
*EVALUATION	TYPICALLY ONE WOULD OBSERVE THE TRAINEE CONSIDERING THE FOLLOWING 2 TYPES OF CONCERNS, WHAT I FEEL SHOWS THROUGH ANYWAY, WHY TRY TO HIDE SO MANY OF MY EMOTIONS, AND BUT I LOOK AS IF I AM - PERHAPS - I FEEL MORE (OR DIFFERENTLY) THAN I HAVE BEEN OWNING UP TO.	00778029 00778030 00778031 00778032 00778033
*FILE	COPING TECHNIQUES INTERPERSONAL STRESS SELF-ANALYSIS THROUGH VIDEO TAPE	00778008 00778009

*OBJECTIVES	AS IN PREVIOUS MODULE BUT WITH NEW AWARENESS OF INTENSITY FELT IN DIFFERENT CONDITION, SELF INTERROGATION SHOULD HELP CANDIDATE ASSUME MORE RESPONSIBILITY FOR OWN DEVELOPMENT,	00779025 00779026 00779027 00779027
*PREREQUISITES	MODULES 777, 778	00779029
*EXPERIENCE	EACH TRAINEE WATCHES THE FINAL SCENES IN THE STOCK AND VICKI SERIES (3 SCENES IN OTHER FILMS) OF OTHER ACTORS AND SITUATIONS WILL BE DESCRIBED TO THE CANDIDATE AND HE WILL BE ASKED TO SELECT THOSE WHICH WITH HE WOULD LIKE AN OPPORTUNITY TO RELATE WITH SO THAT EIGHT SCENES ARE USED IN ALL. TRAINEE IS VIDEO RECORDED AS HE WATCHES SETS OF 2 SCENES, HIS HEART RATE IS RECORDED VIA TELEMETRIC DEVICE AS IS HIS PALMAR SKIN CONDUCTANCE, AFTER HE HAS WATCHED THE FIRST TWO SCENES HE IS JOINED BY THE GRADUATE ASSISTANT INTERROGATOR WHO HELPS HIM UNDERSTAND THE ELECTRONIC PROCESS, BUT THE CANDIDATE IS LEFT TO INTERROGATE HIMSELF USING THE PHYSICAL AND PHYSIOLOGICAL CUES TO HELP HIM RELIVE THE EXPERIENCE, THE PROCESS CONTINUES UNTIL ALL 8 SCENES AND FOUR RECALL SESSIONS ARE HELD.	00779011 00779012 00779013 00779014 00779015 00779016 00779017 00779018 00779019 00779020 00779021 00779022 00779023 00779024
*SETTING	COLLEGE - INDEPENDENT,	00779010
*MATERIALS	IPR ROOM, STOCK AND VICKI AND OTHER FILMS, PALMAR AND TELEMETRIC DEVICES,	00779005 00779005 00779008
*LEVEL	ALL GRADES	00779007
*GENERAL	ALL CANDIDATES	
*HOURS	2 HRS.	

*EVALUATION	TRAINEES TYPICALLY ARE WILLING TO TALK ABOUT THE KINDS OF SITUATIONS WHICH ARE MORE STRESSING THAN OTHERS, AGAIN, SOME EVIDENCES OF NEW SELF-OTHER DISCOVERIES SHOULD BE EVIDENCED ETC, I NOTICE THAT I AM MORE CONCERNED WHEN I THINK I HAVE TO RESPOND THAN EVER WHEN THE OTHER IS EXPRESSING HATRED TOWARD ME,	00779006 00779030 00779031 00779032 00779033 00779034 00779035
*FILE	SELF-INTERROGATION INTERPERSONAL ANALYSIS PHYSIOLOGICAL STRESS MEASUREMENT,	00779009 00779009
*OBJECTIVES	HELP LEARN HOW HE ANTICIPATES OTHER WILL PERCEIVE HIM AND THE WAYS IN WHICH COPE WITH A REAL OTHER, HE WILL HAVE OBSERVED WAYS IN WHICH HE WAS UNCLEAR OR INEFFECTIVE IN HIS OWN COMMUNICATIONS,	00780022 00780022 00780024 00780025 00780026
*PREREQUISITES	MODULES 776-779	00780011
*EXPERIENCE	EACH TRAINEE IS INTRODUCED TO A PUPIL WHO IS IN ANOTHER CURRICULUM ATTEMPTING TO LEARN ABOUT INTERVIEW(S) TECHNIQUES (THESE PEOPLE WILL BE REVIEWED BY THE ASSISTANT FROM PUPILS IN COUNSELING AND SOCIAL WORK), THE TRAINEE WILL BE ASKED TO DESCRIBE HIS TYPICAL INTERPERSONAL BEHAVIOR TO THE INTERVIEWER, WILL BE VIDEORECORDED, AT THE END OF THE SESSION (APPROXIMATELY 401 HOUR) HE WILL BE INTERVIEWED BY THE GRADUATE ASSISTANT, INTERVIEWER NOT PRESENT DURING RECALL WILL BE REVIEWING VIDEOTAPE PLAYBACK IN A SEPERATE ROOM ON ANOTHER MONITOR TO OBSERVE HIS OWN BEHAVIOR,	00780012 00780013 00780014 00780015 00780016 00780017 00780018 00780019 00780020 00780021 00780010
*SETTING	COLLEGE - INDEPENDENT	00780005
*MATERIALS	IPR ROOM, VOLUNTEER INTERVIEWER, SECOND T.V, MONITOR	00780008
*LEVEL	ALL GRADES	00780007
*GENERAL	ALL CANDIDATES	00780006
*HOURS	1	00780027
*EVALUATION	NEW, MORE EFFECTIVE BEHAVIOR SHOULD BE EVIDENT IN NEXT MODULES AND ATTESTED TO BY INTERVIEWER, TRAINEES ABILITY TO DESCRIBE HIS INTERPERSONAL BEHAVIORS TO THE INTERVIEWER SHOULD PROVIDE A BASIS FOR EVALUATING THE EFFECTIVENESS OF MODULES 776 THROUGH 780	00780028 00780029 00780030 00780031
*FILE	INTERPERSONAL RECALL PERCEPTION AND COMMUNICATION ANTICIPATION	00780009 00780009
*OBJECTIVES	PRACTICE WITH NEW INTERPERSONAL BEHAVIOR AND IMMEDIATE FEEDBACK ON SUCCESS AND FAILURE, INCREASED EFFECTIVENESS IN INTERPERSONAL COMMUNICATION, USUALLY INCLUDING GREATER DEGREE OF OPENNESS AND HONESTY,	00781023 00781024 00781025 00781026
*PREREQUISITES	MODULES 777-780	00781026
*EXPERIENCE	THE TRAINEE IS AGAIN INTERVIEWED BY THE SAME PERSON AS IN MODULE 780, THE TRAINEE IS ASKED TO TRY TO USE THE KNOWLEDGE GAINED IN MODULE 780 TO COMMUNICATE MORE CLEARLY HONESTLY AND EFFECTIVELY, THE TRAINEE IS OFFERED THE USE OF PHYSIOLOGICAL EQUIPMENT AND ENCOURAGED THOUGH NOT REQUIRED TO USE IT (FEW PEOPLE FIND THE ELECTROLYTIC CREAMS MESSY AND PREFER NOT TO USE THEM), AFTER THE SESSION, THE TRAINEE REVIEWS THE VIDEOTAPE BY HIMSELF AND IS ASKED TO STUDY IF AND HOW HE IMPROVED OVER MODULE 780, THE PHYSIOLOGICAL MEASURES AGAIN SERVE AS ADDED CUES AND LESSEN THE IMPORTANCE OF HAVING AN INTERROGATOR BETWEEN MODULE 780 AND 781 PRESENT,	00781011 00781012 00781013 00781014 00781015 00781016 00781017 00781018 00781019 00781020 00781021 00781021 00781022
*SETTING	COLLEGE - INDEPENDENT	00781010
*MATERIALS	IPR ROOM, INTERVIEWER, 2ND T.V, MONITOR	00781005
*LEVEL	ALL GRADES	00781008
*GENERAL	ALL CANDIDATES	00781007
*HOURS	1	00781006
*EVALUATION	INTERVIEWER IS ASKED TO PROVIDE A WRITTEN EVALUATION OF THE EXTENT TO WHICH THE TRAINEE SEEMS TO KNOW HIMSELF AND THE ABILITY TO COMMUNICATE AND IMPROVE IN ABILITY	00781028 00781029 00781030
*FILE	PHYSIOLOGICAL MEASURES FEEDBACK ANALYSIS AND SYNTHESIS	00781009

*OBJECTIVES	FOR THE FIRST TIME, THE TRAINEE WILL HAVE ANOTHER PERSON'S	00782022
	RECALL, THAT IS, HE WILL HAVE REVIEWED NOT ONLY HIS OWN	00782023
	BEHAVIOR BUT WILL HAVE THE ADDITIONAL FEEDBACK OF HIS	00782024
	IMPACT ON ANOTHER, FURTHER DATA TO HELP ACCOMPLISH THE	00782025
	OVERALL GOAL OF HELPING THE TRAINEE TO BE MORE AWARE OF	00782026
	HIMSELF AND CAPABLE OF RELATING MORE COMFORTABLY AND MORE	00782027
	EFFECTIVELY WITH OTHERS, THESE ARE CONSIDERED TO BE	00782028
	KNOWLEDGES AND SKILLS RELATED IN LARGE PART TO GENERAL	00782029
	MATURITY,	00782030
*PREREQUISITES	BLANK	00782031
*EXPERIENCE	TRAINEES ARE ASKED TO PICK A PARTNER, THE TWO TRAINEES	00782011
	ARE THEN ASKED TO DESCRIBE TO EACH OTHER THEIR	00782012
	DIFFICULTIES IN INTERPERSONAL COMMUNICATION, DO WELL AS	00782013
	THEIR GENERAL REACTIONS TO THE SIMULATION AND INTERVIEW	00782014
	SESSIONS, BOTH TRAINEES ARE VIDEO RECORDED, AT THE END	00782015
	OF THE SESSION (UOI HOUR) THEY ARE BOTH JOINED BY THE	00782016
	GRADUATE ASSISTANT INTERROGATOR WHO STARTS THE RECALL	00782017
	SESSION, THEN ASSUMES A PASSIVE ROLE (SEE INTRODUCTION	00782018
	TO THE PHASE, PAGE), WHEN THE VIDEOTAPE HAS BEEN RE-	00782019
	VIEWED, THE TRAINEES ARE ASKED TO CONTINUE THE DISCUSSION	00782020
	THEY HAD PRIOR TO RECALL,	00782021
*SETTING	INDEPENDENT	00782010
*MATERIALS	IPR ROOM	00782005
*LEVEL	ALL GRADES	00782008
*GENERAL	ALL CANDIDATES	00782007
*HOURS	2	00782006
	IPR PROFESSOR AND BY THE TRAINEES ACCADEMIC ADVISOR,	00782033
	THEY WILL DETERMINE AFTER CONSULTATION WITH THE TRAINEE	00782034
	ANY NEED FOR REMEDIAL OR ADDITIONAL EXPERIENCE PRIOR	00782035
	TO BEGINNING MODULE 783,	00782036
*FILE	COMMUNICATION PROBLEMS INTERVIEW TECHNIQUES FEEDBACK	00782009

*OBJECTIVES	A SCHEDULE OF ACTIVITIES FOR THE TRAINEE TO ENGAGE IN,	00783025
	AN APPOINTMENT WITH THE ADVISOR TO EVALUATE THE PROGRESS	00783026
	AND FURTHER OR CONTINUE D ACTIVITIES,	00783027
*PREREQUISITES	MODULE 777-782	00783028
*EXPERIENCE	EACH TRAINEE WILL DISCUSS WITH HIS ACADEMIC ADVISOR HIS	00783011
	EXPERIENCES AND KNOWLEDGE OF EACH OF THE AREAS COVERED	00783012
	BY MODULE 776-7829 THE MODULES THEMSELF WILL BE DUPLI-	00783013
	CATED AND GIVEN TO THE CANDIDATE, HIS SPECULATION ABOUT	00783014
	CATED AND GIVEN TO THE CANDIDATE, HIS SPECUALTION	00783015
	ABOUT THE VALUE TO HIMSELF OF EACH EXPERIENCE WILL BE DE-	00783016
	TERMINED AND A SCHEDULE OF ACTIVITIES SET UP, THE ACTIVI-	00783017
	TIES SHOULD BE SO SCHEDULED THAT THE TRAINEE CAN MEET WITH	00783018
	THE ADVISOR FROM TIME TO TIME TO DISCUSS PROGRESS AND TO	00783019
	REVISE THE SCHEDULE IF INDICATED, MANY OF THE OBJECTIVES	00783020
	DESCRIBED HAVE MODULES WHICH INVOLVE READINGS, OBSERVATION	00783021
	AND EXPERIENCE, WHEN ALL MODULES CAN'T BE ENGAGED IN BY	00783022
	THE TRAINEE HE AND THE ADVISOR SHOULD ATTEMPT TO DETERMINE	00783023
	WHICH MODE WOULD BE THE MOST DESIRABLE FOR THE TRAINEE,	00783021
*SETTING	COLLEGE - BLANK	00783010
*MATERIALS	COPIES OF MODULE DESCRIPTIONS 776-782	00783005
*LEVEL	ALL GRADES	00783008
*GENERAL	ALL CANDIDATES	00783007
*HOURS	1	00783006
*EVALUATION	FOLLOW UP INTERVIEW DESCRIBED ABOVE,	00783029
*FILE	EVALUATION SYNTHESIS OF EXPERIENCE ACTIVITIES	00783009

*OBJECTIVES	TRAINEES WILL HAVE LEARNED TO SHARE INTENSE FEELINGS OF ANGER AND JOY WITH OTHERS AND SO LEARN TO BE MORE AT EASE IN AND CAPABLE OF CLOSENESS WITH OTHERS, TRAINEE WILL ALSO LEARN THROUGH EXERCISES USED, THAT HE CAN TOLERATE BEING ALONE,	00784016 00784017 00784018 00784019 00784020 00784021
*PREREQUISITES	BLANK	00784021
*EXPERIENCE	TRAINEE WILL ATTEND (IF PART OF HIS SCHEDULE) ONE OF THE QUARTERLY EIGHT DAY LABORATORIES IN HUMAN RELATIONS CONDUCTED COOPERATIVELY BY MSU, U OF M AND WAYNE STATE U. THESE INTENSIVE EXPERIENCES INVOLVE NON-VERBAL EXERCISES GROUP DYNAMICS STUDY, AND T GROUPS (SENSITIVITY TRAINING),	00784011 00784012 00784013 00784014 00784015
*SETTING	COMMUNITY - LARGE GROUP	00784010
*MATERIALS	TUITION \$200, / STUDENT	00784005
*LEVEL	ALL GRADES	00784008
*GENERAL	ALL CANDIDATES	00784007
*HOURS	8 DAYS	00784006
*EVALUATION	IMMEDIATELY - SELF REPORT, LATER, IN THE CLASSROOM, THE TRAINEES ABILITY TO EXPRESS WARMTH TO PUPILS AS WELL AS THE ABILITY TO RELATE TO PUPILS COMFORTABLY AND WITHOUT FEAR OF BEING REJECTED BY THE PUPILS,	00784022 00784023 00784024 00784025
*FILE	SENSITIVITY TRAINING FEELING EXCHANGE SELF-DISCOVERY	00784009
*OBJECTIVES	MAKE YOUNG TRAINEE MORE KNOWLEDGABLE AND LESS FRIGHTENED OR LESS ABLE TO RESPOND INTELLIGENTLY TO INQUIRIES FROM PUPILS,	00785015 00785016 00785017 00785018
*PREREQUISITES	BLANK	00785018
*EXPERIENCE	TRAINEES WILL OBSERVE THE VIDEOTAPE, BIRTH OF A BABY WHICH DEPICTS THE PHYSIOLOGICAL AND EMOTIONAL ACTIVITIES OF CHILD BIRTH BY SHOWING THE BIRTH OF A BABY FROM THE BEGINNING OF LABOR,	00785011 00785012 00785013 00785014
*SETTING	COLLEGE - LARGE GROUP	00785010
*MATERIALS	VIDEOTAPE CURRENTLY IN CCTV LIBRARY	00785005
*LEVEL	ALL GRADES	00785008
*GENERAL	ALL CANDIDATES	00785007
*HOURS	45 MINUTES	00785006
*EVALUATION	TRAINEE SELF REPORT ABOUT ANY CHANGES IN ATTITUDE OR NEW KNOWLEDGE RESULTANT FROM THE EXPERIENCE,	00785019 00785020
*FILE	CHILD BIRTH INFORMATION GIVING	00785009
*OBJECTIVES	TRAINEES WILL LEARN THAT INMATES COME IN ALL SIZES AND SHAPES (THEY LOOK LIKE ORDINARY PEOPLE, NOT THE HOLLYWOOD STEREOTYPE), KNOWLEDGE (IN THEIR OWN WORDS) ABOUT THE MEANING SCHOOL HAS FOR THE ALIENATED, THE HOSTILE, AND THE DEPRIVED,	00786021 00786022 00786023 00786024 00786025 00786026
*PREREQUISITES	NONE	00786026
*EXPERIENCE	TRAINEES WILL CHOOSE A PARTNER, TOGETHER THEY WILL VISIT IONIA REFORMATORY, JACKSON PRISON, OR THE DETROIT HOUSE OF CORRECTION, THERE THEY WILL MEET WITH A SMALL GROUP (4-6 VOLUNTEERS) OF INMATES, THEY WILL ASK THE INMATES TO HELP THEM BECOME BETTER TEACHERS BY THINKING THROUGH AND RELATING THE MEANING SCHOOL HAD FOR THEM - HOW SCHOOL HELPED OR HARMED THEM AND WAYS IN WHICH THE SCHOOL MIGHT HAVE HELPED THEM, TRAINEES WILL THEN MEET IN SMALL GROUPS (6-12) BACK ON CAMPUS TO SHARE IDEAS AND OBSERVATIONS,	00786011 00786012 00786013 00786014 00786015 00786016 00786017 00786018 00786019 00786020
*SETTING	COMMUNITY - SMALL GROUPS	00786010
*MATERIALS	BLANK	00786005
*LEVEL	ALL GRADES	00786008
*GENERAL	ALL CANDIDATES	00786007
*HOURS	4	00786006

*EVALUATION	AS THE SESSION WITH THE INMATES PROGRESSES, THERE SHOULD BE SOME EVIDENCE THAT TRAINEES ARE INTERACTING EASILY WITH THE INMATES AND ASKING PROBING BUT NOT UNKIND QUESTIONS.	BV0786027 V0786028 V0786029 00786030
*FILE	GROUP DISCUSSION SENSITIVITY TO OTHERS SYNTHESIS OTHERS EXPERIENCES	00786009 00786009

*OBJECTIVES	TO OBSERVE THE BLACK GHETTO OF THE SLUM AREAS AT NIGHT, TO GET THE FEEL (AND SMELLS) OF THE SLUM AREAS, TO LISTEN TO THE POLICE AND SO SOME TO KNOW THEIR PERSPECTIVE ON THE COMMUNITY AND INFERENTIALLY TO KNOW THE ATTITUDE OF THE INHABITANTS TOWARD THE POLICE,	00787017 00787018 00787019 00787020 00787021
*PREREQUISITES	BLANK	00787022
*EXPERIENCE	EACH TRAINEE WILL ACCOMPANY A PAIR OF POLICE OFFICERS OF DETROIT, GRAND RAPIDS, OR LANSING YOUTH DIVISION ON THE EVENING AND NIGHT SHIFTS, PARTICULARLY WITH THOSE OFFICERS ASSIGNED TO THE NEGRO COMMUNITY, WHEN 608 TRAINEES HAVE HAD THE EXPERIENCE, THEY WILL MEET AS A GROUP AND SHARE OBSERVATIONS AND INFERENCES,	00787011 00787012 00787013 00787014 00787015 00787016
*MATERIALS	BLANK	00787005
*LEVEL	ALL GRADES	00787008
*GENERAL	ALL CANDIDATES	00787007
*HOURS	8	00787006
*EVALUATION	ABILITY TO FULLY DESCRIBE VARIOUS CHARACTERISTICS OF THE NEIGHBORHOOD - HOW IS SPARE TIME SPENT, WHAT ARE PROBABLY THE MORE DEPRESSING AND MORE EXCITING ASPECTS, HOW POLICE THINK ABOUT THE INHABITANTS AND HOW INHABITANTS THINK ABOUT THE POLICE,	00787023 00787024 00787025 00787026 00787027
*FILE	GHETTO LIFE OBSERVATION PERCEPTION	00787009
*SETTING	COMMUNITY - INDEPENDENT	00787010

*OBJECTIVES	HELP TRAINEE BE LESS CONFUSED, MISINFORMED, INDIFFERENT OR FRIGHTENED OF THE CONDITIONS BETTER ABLE TO RESPOND TO THE INQUIRIES OF PUPILS, CANDIDATE TO BE MORE AT HOME WITH THE WORLD AROUND THEM,	00788020 00788021 00788022 00788023
*PREREQUISITES	BLANK	00788024
*EXPERIENCE	LOOK AT VIDEOTAPED INTERVIEWS (CONDUCTED BY EXPERTS AT INTERVIEWING) OF PROSTITUTES, HOMOSEXUALS, THE VERY WEALTHY, HIPPIES, DRUG ADDICTS PSYCHOTICS, THE MENTALLY RETARDED, CONVICTS, THE AGED, THOSE WHO HAVE BEEN INFORMED THAT THEY HAVE AN ILLNESS FOR WHICH THERE IS NO CURE, VIDEOTAPES WILL ALSO BE MADE OF INTERVIEWS DESIGNED TO EXPLORE THE FEELINGS, LIFE HISTORY, AND OUTLOOK OF SEVERAL NEGROES, MEXICAN INDIANS, AMERICANS, PUERTO RICANS AND AMERICAN INDIANS,	00788011 00788012 00788013 00788014 00788015 00788016 00788017 00788018 00788019
*SETTING	COLLEGE - LARGE GROUP	00788010
*MATERIALS	INTERVIEWS OF FROM 4 TO 7 PEOPLE IN EACH CATEGORY	00788005
*LEVEL	ALL GRADES	00788008
*GENERAL	ALL CANDIDATES	00788007
*HOURS	12	00788006
*EVALUATION	ABILITY TO INTELLIGENTLY DISCUSS PROBLEMS AND OUTLOOK FOR EACH CONDITION,	00788025 00788026
*FILE	SIMEY LIFE HOMOSEXUALS PROSTITUTES	00788009

*OBJECTIVES	TO HELP TRAINEE LEARN WAYS IN WHICH TO BE HELPFUL TO THE AGED, TO LEARN TO BE BETTER ACQUAINTED WITH THE REALITIES OF OLD AGE AND BETTER ABLE TO HELP YOUNG PUPILS OVERCOME SOME OF THEIR FEARS OF OLD AGE,	00789016 00789017 00789018 00789019
-------------	---	--

*PREREQUISITES	BLANK	00789020
*EXPERIENCE	TRAINEES WILL VISIT THE INGHAM COUNTY EXTENDED CARE UNIT, THEY WILL WORK AS WARD ASSISTANTS FOR 3 DAYS AND SPEND AS MUCH TIME AS POSSIBLE TALKING WITH THE AGED RESIDENTS, THEY WILL THEN VIEW VIDEOTAPES MADE OF VERY ACTIVE, PRODUCTIVE AGED,	00789011 00789012 00789013 00789014 00789015
*SETTING	COMMUNITY - INDEPENDENT	00789010
*MATERIALS	VIDEOTAPES OF INTERVIEWS WITH THE AGED	00789009
*LEVEL	ALL GRADES	00789008
*GENERAL	ALL CANDIDATES	00789007
*HOURS	24	00789006
*EVALUATION	TRAINEE'S SELF REPORT	00789021
*FILE	AGED EXPERIENCE INFORMATION GATHERING	00789009
*OBJECTIVES	TRAINEE BECOME ACQUAINTED WITH ONE MORE DARK CORNER OF LIFE AROUND HIM, TO BE AWARE OF SOME OF THE ILLEGAL BUT VERY PREVALENT ASPECTS OF THE SEX-FOR-HIRE BUSINESS,	00790017 00790018 00790019
*PREREQUISITES	BLANK	00790020
*EXPERIENCE	IN COOPERATION WITH THE DETROIT POLICE DEPARTMENT AND THE MICHIGAN STATE POLICE, CANDIDATES WILL BE SHOWN TYPES OF PORNOGRAPHIC PHOTOS AND MOVIES WHICH THEY CONFISCATED BUT WHICH HAVE BEEN KNOWN TO BE WIDELY SPREAD IN THE COMMUNITY AND OFTEN IN THE POSSESSION OF YOUNG PUPILS,	00790011 00790012 00790013 00790014 00790045 00790016
*SETTING	COMMUNITY-BLANK	00790010
*MATERIALS	PORNOGRAPHIC PICTURES, FILMS AND A REPRESENTATIVE OF THE VICE BUREAU,	00790009 00790006
*LEVEL	ALL GRADES	00790009
*GENERAL	ALL CANDIDATES	00790008
*HOURS	1/2	00790007
*EVALUATION	TRAINEE'S SELF REPORT, ONE WOULD ALSO EXPECT TRAINEE TO BE LESS PANICKED BY SEXUAL REFERENCES OR ACTIVITIES WHICH DEVELOP OR ARE EXPOSED IN THE SCHOOL,	00790021 00790022 00790023
*FILE	PORNOGRAPHY INFORMATION GATHERING DIRECTION FOR STUDENTS	00790009
*OBJECTIVES	TO ACQUAINT THE TRAINEE WITH THE INTENSITY OF EMOTION PEOPLE ARE CAPABLE OF FEELING AND REVEALING TO EACH OTHER,	00791012 00791013
*PREREQUISITES	NONE	00791014
*EXPERIENCE	CANDIDATE WILL VISIT RELIGIOUS REVIVAL MEETING,	00791011
*SETTING	COMMUNITY - INDEPENDENT	00791010
*MATERIALS	BLANK	00791005
*LEVEL	ALL GRADES	00791008
*GENERAL	ALL CANDIDATES	00791007
*HOURS	2	00791006
*EVALUATION	TRAINEE SELF REPORT, HOPEFULLY, HIS INCREASED ABILITY TO WANT TO RELATE MORE INTENSELY WITH OTHERS,	00791015 00791016
*FILE	RELIGION EMOTION INTERPERSONAL REACTIONS	00791009
*OBJECTIVES	TO FEEL COMFORTABLE AND KNOWLEDGEABLE ABOUT ANOTHER TYPICALLY UNKNOWN STRATA OF SOCIETY, NAMELY, THE EXTREMELY WEALTHY,	00792016 00792017 00792018 00792019
*PREREQUISITES	BLANK	00792011
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEE, THE TRAINEE WILL READ WHICHEVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, POINT OF NO RETURN - J P MARQUAND THE BEAUTIFUL PEOPLE I WALLACE EXCERPTS OUR CROWD STEVEN BIRMINGHAM	00792012 00792013 00792014 00792015
*SETTING	COLLEGE - INDEPENDENT	00792010

*MATERIALS	BLANK	00792005
*LEVEL	ALL GRADES	00792008
*GENERAL	ALL CANDIDATES	00792007
*HOURS	BLANK	00792006
*EVALUATION	TRAINEE SELF REPORT,	00792020
*FILE	READINGS WEALTHY KNOWLEDGE GATHERING	00792009

*OBJECTIVES	TO DEVELOP SOME MEASURE OF EMPATHETIC UNDERSTANDING OF THE DRUG ADDICT AS A FRIEND, TO BECOME INFORMED AND COMFORTABLE COMFORTABLE WITH THOUGH NOT DISINTERESTED IN THE PROBLEM,	00793017 00793018 00793019
*PREREQUISITES	BLANK	00793020
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEE, THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, MAN WITH THE GOLDEN ARM HAT FULL OF RAIN MAN CHILD IN THE PROMISED LAND CLAUDE BROWN	00793011 00793012 00793013 00793014 00793015 00793016
*SETTING	COLLEGE - INDEPENDENT	00793010
*MATERIALS	BLANK	00793005
*LEVEL	ALL GRADES	00793008
*GENERAL	ALL CANDIDATES	00793007
*HOURS	BLANK	00793006
*EVALUATION	TRAINEE SELF REPORT,	00793021
*FILE	READINGS KNOWLEDGE GATHERING DRUG ADDICT	00793009

*OBJECTIVES	TO BETTER UNDERSTAND THE CURRENT SOCIAL SCENE AND TO BE ABLE TO DEAL WITH NEGROES AS HUMAN BEINGS BEING NEITHER SOLCITIOUS NOR ABUSIVE, AND ALSO TO BE ABLE TO HELP STUDENTS TO BETTER RELATE WITH NEGROES IN THE CLASSROOM AND COMMUNITY,	00794018 00794019 00794020 00794021 00794022
*PREREQUISITES	BLANK	00794023
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEES, THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, INVISIBLE MAN - ALLISON MALCOLM X - AUTOBIOGRAPHY BLACK LIKE ME - GRIFFETH GO TEEL IT ON THE MOUNTAIN - JAMES BALDWIN	00794011 00794012 00794013 00794014 00794015 00794016 00794017
SETTING	COLLEGE - INDEPENDENT	00794010
*MATERIALS	BLANK	00794005
*LEVEL	ALL GRADES	00794008
*GENERAL	ALL CANDIDATES	00794007
*HOURS	BLANK	00794006
*EVALUATION	TRAINEE SELF REPORT AND ULTIMATE CLASSROOM BEHAVIOR,	00794024
*FILE	READINGS NEGROES SOCIAL INTERACTION	00794009

*OBJECTIVES	TO HELP THE TEACHERS UNDERSTAND THE WAYS KNOW AND THEIR HIDDEN POTENTIAL MIGHT HAVE BEEN BETTER USED,	00795023 00795025
*PREREQUISITES	BLANK	00795026
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEE, THE TRAINEE WILL READ WHICHEVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, BIRD MAN OF ALCATRAZ HELL HOLE STREET CORNER SOCIETY WHITE COTTAGE SIX POLSKI CALL GIRL	00795011 00795012 00795013 00795014 00795015 00795016 00795017 00795018

	FORTUNE AND MEN'S EYES (PLAY)	00795019
	THE FOLLOWO	00795020
	THE FOLLOWING MOVIES WILL ALSO BE AVIALABLE - CAGED COOL	00795021
	WORLD - BIRD MAN OF ALCATRAZ	00795022
*SETTING	COLLEGE - INDEPENDENT	00795010
*MATERIALS	BLANK	00795005
*LEVEL	ALL GRADES	00795008
*GENERAL	ALL CANDIDATES	00795007
*HOURS	BLANK	00795006
*EVALUATION	TRAINEE SELF REPORT,	00795027
*FILE	READINGS PRISONS LIFE ACADEMIC FULFILLMENT	00795009

*OBJECTIVES	THE CANDIDATE WILL BE ABLE TO EMPATHIZE WITH PUPILS WHOSE PARENTS HAVE UNDERGONE DIVORCE OR ARE LIVING IN MARITAL STRESS, THE TRAINEE WILL BE LESS FRIGHTENED OF MARRIAGE AND THE RISKS INVOLVED,	00796020 00796021 00796022 00796023
*PREREQUISITES	BLANK	00796024
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEE, THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, WHO'S AFRAID OF VIRGINIA WOLFE THE GRADUATE RUN RABBIT RUN UPDIKE REVOLUTIONARY ROAD YATES THE ARRANGEMENT KAZAN GAMES PEOPLE PLAY BERNE	00796011 00796012 00796013 00796014 00796015 00796016 00796017 00796018 00796019
*SETTING	COLLEGE - INDEPENDENT	00796010
*MATERIALS	BLANK	00796005
*LEVEL	ALL GRADES	00796007
*GENERAL	ALL CANDIDATES	00796006
*EVALUATION	TRAINEE SELF REPORT,	00796025
*FILE	READINGS FAMILY RELATIONS MARRIAGE	00796008

*OBJECTIVES	TO HELP TRAINEE BE LESS FIGHTENED AND MORE KNOWLEDGEABLE ABOUT DISEASE,	00797013 00797015
*PREREQUISITES	BLANK	00797016
*EXPERIENCE	A SERIES OF LECTURES WILL BE PREPARED DEALING WITH MAJOR HEALTH ISSUES OF TODAY, TOPICS INCLUDE VENEREAL DISEASE,	00797011 00797012
	HEART AILMENT, CANCER, ETC,	00797013
*SETTING	COLLEGE - INDEPENDENT	00797010
*MATERIALS	BLANK	00797005
*LEVEL	ALL GRADES	00797008
*GENERAL	ALL CANDIDATES	00797007
*HOURS	BLANK	00797006
*EVALUATION	TRAINEE SELF REPORT ON OWN AND SOME EVIDENCE TO INTELLIGENTLY DISCUSS THIS WITH PUPILS,	00797017 00797018
*FILE	HEALTH ISSUES DISEASE KNOWLEDGE OF HEALTH AREAS	00797009

*OBJECTIVES	THE TRAINEES WILL HAVE LEARNED TO BETTER RELATE TO PSYCHOTIC PEOPLE WITHOUT FEELING OR COMMUNICATING FEAR OR DISGUST, HE WILL BE EQUIPPED TO ANSWER QUESTIONS PUPILS RAISE REGARDING INSANITY BUT MOST IMPORTANT IS THAT IT PUTS ANOTHER HUMAN CONDITION IN TO FOCUS,	00798019 00798020 00798021 00798022 00798023
*PREREQUISITES	BLANK	00798024
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEES, THE TRAINEE WILL READ WHICHEVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, I NEVER PROMISED YOU A ROSE GARDEN HANNAH GREEN	00798012 00798013 00798014 00798015

	THE SMOKE PIT	00798016
	DAVID AND LISA	00798017
	ONE FLEW OVER THE CUCKOO'S NEST K, KESEY	00798018
*SETTING	COLLEGE - INDEPENDENT	00798011
*MATERIALS	BLANK	00798005
*LEVEL	BLANK	00798009
*GENERAL	ALL	00798007
*GENERAL	BLANK	00798008
*HOURS	BLANK	00798006
*EVALUATION	TRAINEE SELF REPORT,	00798025
*FILE	READINGS MENTAL DISEASE HOW TO DEAL WITH EMOTIONS	00798010

*OBJECTIVES	THE TRAINEE WILL BE INTRODUCED TO AN AREA TO WHICH HE HAD PREVIOUSLY BEEN CONFUSED, FRIGHTENED OR IGNORANT PROBABLY UNABLE TO OR UNWILLINGLY TO ADAPT OR RELATE OR ADEQUATELY RESPOND TO QUESTIONS FROM PUPILS,	00799017
		00799018
		00799019
		00799020
*PREREQUISITES	BLANK	00799021
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEE. THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,	00799011
	THE FOX U.H. LAWRENCE	00799012
	LAST EXIT TO BROOKLYN	00799013
	ANTONIO'S ROOM JAMES BALDWIN	00799014
		00799015
*SETTING	COLLEGE - INDEPENDENT	00799016
*MATERIALS	BLANK	00799010
*LEVEL	ALL GRADES	00799005
*GENERAL	ALL CANDIDATES	00799008
*HOURS	BLANK	00799007
*EVALUATION	TRAINEE SELF REPORT,	00799006
*FILE	READINGS HOMOSEXUALITY INSTRUCTION TO CHILDREN	00799022
		00799009

*OBJECTIVES	TO HELP THE TRAINEE BECOME AWARE OF LIFE IN OTHER CULTURES SO THAT HE PRESENTS TO HIS PUPILS A MODEL OF AN INFORMED ADULT AND ONE WHO CAN BE COMFORTABLE WITH MANY KINDS OF PEOPLE,	00800017
		00800018
		00800019
		00800020
*PREREQUISITES	BLANK	00800021
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE CANDIDATES. THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,	00800011
	TO KILL A MOCKINGBIRD - HARPER LEE	00800012
	BEYOND THE BELTING POT - GLAZES	00800013
	POFOK - THE CHOSEN	00800014
*SETTING	COLLEGE - INDEPENDENT	00800015
*MATERIALS	BLANK	00800016
*LEVEL	ALL GRADES	00800010
*GENERAL	ALL CANDIDATES	00800005
*HOURS	BLANK	00800008
*EVALUATION	TRAINEE SELF REPORT,	00800007
*FILE	READINGS MODELING BEHAVIOR INTERPERSONAL REACTIONS	00800006
		00800022
		00800009

*OBJECTIVES	THE TRAINEE WILL HAVE LEARNED TO EMPATHIZE WITH THE CONDITION DESCRIBED BUT AT THE SAME TIME TO HAVE LESS FEAR OF BEING EXPOSED TO THOSE GRIEVING.	00801015
		00801016
		00801017
*PREREQUISITES	BLANK	00801018
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEES. THE TRAINEE WILL READ WHICH EVER HE AND HIS	00801011
		00801012

	ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM,	00801013
	DEATH OF A MAN L.T. WERTENKAKER	00801014
*SETTING	COLLEGE - INDEPENDENT	00801010
*MATERIALS	BLANK	00801009
*LEVEL	ALL GRADES	00801008
*GENERAL	ALL CANDIDATES	00801007
*HOURS	BLANK	00801006
*EVALUATION	TRAINEE SELF REPORT,	00801019
*FILE	READINGS DEATH GRIEF	00801009

*OBJECTIVES	THE TRAINEE WILL HAVE LEARNED TO RELATE TO HANDICAPPED PEOPLE WITHOUT FEELING OR COMMUNICATING SHOCK OR DISGUST, HE WILL HAVE A MORE REALISTIC APPRAISAL OF WHAT THE HANDICAPPED CAN AND CANNOT DO,	00802018 00802019 00802020 00802021
*PREREQUISITES	BLANK	00802022
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEES, THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, THE IDIOT - B. MALAMUD (SHORT STORY) LIGHT IN THE PIAZZA PATCH OF BLUE JOE EGG (PLAY)	00802011 00802012 00802013 00802014 00802015 00802016 00802017
*SETTING	COLLEGE - INDEPENDENT	00802010
*MATERIALS	BLANK	00802005
*LEVEL	ALL GRADES	00802008
*GENERAL	ALL CANDIDATES	00802007
*HOURS	BLANK	00802006
*EVALUATION	TRAINEE SELF REPORT,	00802023
*FILE	READINGS HANDICAPPED COMMUNICATION	00802009

*OBJECTIVES	THIS WILL HELP THE TRAINEES LEARN ABOUT AND BE LESS FRIGHTENED OR LESS INDIFFERENT TO THE CASE OF BIRTH AND BIRTH CONTROL, THE TRAINEE SHOULD BE ABLE TO BETTER RESPOND TO PUPILS INQUIRIES,	00803018 00803019 00803020 00803021
*PREREQUISITES	BLANK	00803022
*EXPERIENCE	BROCHURES ON THE FOLLOWING WILL BE AVAILABLE TO THE TRAINEES, EACH WILL EXPLAIN THEIR POSITION MARGARET SANGER CLINIC PLANNED PARENTHOOD ASSOCIATION CATHOLIC CHURCH CONSUMERS REPORT ON BIRTH CONTROL METHODS TO BE AVAILABLE TO THE CANDIDATE,	00803011 00803012 00803013 00803014 00803015 00803016 00803017
*SETTING	COLLEGE - INDEPENDENT	00803010
*MATERIALS	BLANK	00803005
*LEVEL	ALL GRADES	00803008
*GENERAL	ALL CANDIDATES	00803007
*HOURS	BLANK	00803006
*EVALUATION	TRAINEE SELF REPORT,	00803023
*FILE	READINGS BIRTH CONTROL RELATE INFORMATION TO CHILDREN	00803009

*OBJECTIVES	TO HELP TRAINEE BE BETTER ACQUAINTED WITH THE REALITIES OF OLD AGE,	00804016 00804017
*PREREQUISITES	BLANK	00804018
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEES, THE TRAINEE WILL READ WHICHEVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, DEATH OF A SALESMAN MILLER (PLAY) SAVE ME A PLACE IN FOREST LAWN (TV PLAY)	00804011 00804012 00804013 00804014 00804015

*SETTING	COLLEGE - INDEPENDENT	00804010
*MATERIALS	BLANK	00804005
*LEVEL	BLANK	00804008
*GENERAL	BLANK	00804007
*HOURS	BLANK	00804006
*EVALUATION	TRAINEE SELF REPORT,	00804019
*FILE	READINGS AGED DEATH	00804009

*OBJECTIVES	THE TRAINEE WILL LEARN TO BE MORE CONFIDENT IN DEALING WITH SEXUAL TOPICS AND FEELINGS OF SEXUALITY IN HIMSELF AND IN OTHERS,	00805019 00805020 00805021
*PREREQUISITES	BLANK	00805022
*EXPERIENCE	THE FOLLOWING BOOKS WILL BE PLACED ON RESERVE FOR THE TRAINEE AND THE TRAINEE WILL READ WHICH EVER HE AND HIS ADVISOR HAVE DETERMINED WOULD BE OF HELP TO HIM, EXCERPTS FROM LADY CHATTERLY'S LOVER D.H. LAWRENCE DIARY OF ANNE FRANK ANNE FRANK PLAYBOY FOUND MASTERS AND JOHNSON DISCUSSING THEIR WORK PORNOGRAPHY AND THE LAW KRONHAUSER JOY WM SCHUTZ	00805011 00805012 00805013 00805014 00805015 00805016 00805017 00805018
*SETTING	COLLEGE - INDEPENDENT	00805010
*MATERIALS	BLANK	00805005
*LEVEL	ALL GRADES	00805008
*GENERAL	ALL CANDIDATES	00805007
*HOURS	BLANK	00805006
*EVALUATION	TRAINEE SELF REPORT,	00805023
*FILE	READINGS SEXUALITY LIVING FULLEST LIFE	00805009

*OBJECTIVES	TRAINEES WILL BEGIN TO RECOGNIZE THE KINDS OF STUDENTS AND CLASSROOM SITUATIONS WHICH ARE OF CONCERN TO THEM OR WHICH THEY FEAR AND WHICH THEY FEEL COMFORTABLE WITH, THEY WILL LEARN ABOUT THE VARIOUS WAYS IN WHICH THEIR PEER S FEEL AND THEY WILL HAVE HEARD ABOUT WAYS OF COPING OTHER THAN HIS OWN,	00806022 00806023 00806024 00806025 00806026
*PREREQUISITES	MODULES 776 THROUGH 782	00806027
*EXPERIENCE	TRAINEES WATCH FILM ENTITLED STUDENTS TO TEACHERS, AFTER VIEWING THE FIRST TWO SCENES, THEY ARE ASKED BY THE GRADUATE ASSISTANT TO DISCUSS THEIR FEELINGS THE STIMULUS FILM EVOKED IN THEM DURING THE SIMULATION EXERCISES, THEY WILL ALSO BE ASKED TO DESCRIBE THEIR PROBABLE REACTIONS TO SUCH SITUATIONS AND TO SPECULATE ABOUT ALTERNATIVE REACTIONS IN DEALING WITH THE CHILDREN IN THE TWO SCENES, TRAINEES WILL THEN VIEW THE FIRST TWO SCENES IN EACH OF THE THREE MAJOR TYPES OF FILM SEQUENCE, FOLLOWING EACH VIEWING WITH GROUP DISCUSSN AS ABOVE,	00806012 00806013 00806014 00806015 00806016 00806017 00806018 00806019 00806020 00806021
*SETTING	COLLEGE - SMALL GROUP	00806011
*MATERIALS	FILM OF NEGRO AND WHITE CALLED STUDEN TO TEACHERS IPR ROOM	00806005
*LEVEL	ALL GRADES	00806008
*GENERAL	ALL CANDIDATES	00806007
*HOURS	4	00806006
*EVALUATION	TRAINEES ABILITY TO DESCRIBE CLASSROOM SITUATIONS WHICH CONCERN HIM OR HAD CONCERNED HIM, FEELINGS FILM VIEWING ON EMOTIONS RECOGNITION OF TROUBLED STUDENTS	00806029 00806030 00806009 00806010

*OBJECTIVES	IN ADDITION TO LEARNING MORE ABOUT HIS AND HIS PARTNER'S REACTIONS AND COPING BEHAVIOR, THE TRAINEE WILL HAVE LEARNED WHAT HE LOOKS LIKE UNDER CLASSROOM INTERPERSONAL	00807016 00807017 00807018
-------------	--	----------------------------------

	STRESS SIMULATION, HE WILL SEE HIMSELF IN THE WAY THE PUPIL WOULD HAVE SEEN HIM,	00807019
		00807020
*PREREQUISITES	MODULES 776-806	00807021
*EXPERIENCE	TRAINEE WATCHES THE NEXT 2 SCENES IN EACH OF THE FOUR MAJOR SEQUENCES OF THE STUDENTS TO TEACHERS FILM, THEY ARE VIDEORECORDED AND ENGAGE IN MUTUAL RECALL SESSIONS AFTER EACH VIEWING OF 2 SCENES, THUS FOUR RECALL SESSIONS ARE REQUIRED TO COMPLETE THIS MODULE,	00807011 00807012 00807013 00807014
*SETTING	COLLEGE * INDEPENDENT	00807015
*MATERIALS	IPR ROOM	00807010
*LEVEL	ALL GRADES	00807005
*GENERAL	ALL CANDIDATES	00807008
*HOURS	2	00807007
*EVALUATION	TYPICALLY TRAINEE DESCRIBE CHANGES THEY WOULD LIKE TO MAKE IN THEIR REACTIONS,	00807006 00807022
*FILE	RECALL SESSION COPING BEHAVIOR CLASSROOM SINESS	00807023 00807009

*OBJECTIVES	AS IN PREVIOUS TWO MODULES BUT WITH INCREASED AWARENESS OF INTENSITY FELT DURING DIFFERENT CONDITIONS,	00808018 00808019
*PREREQUISITES	MODULES 776-808	00808020
*EXPERIENCE	EACH TRAINEE ALONE, WATCHES REMAINING SCENES OF FILM STUDENTS TO CHILDREN, TRAINEE IS VIDEORECORDED AS HE WATCHES EACH SET OF 2 SCENES, HIS HEART RATE IS RECORDED VIA THE TELEMETRIC DEVICE AS IS HIS PALMAR SKIN CONDUCTANCE, THIS VIDEO RECORDING IS PLAYED BACK AFTER EACH PAIR OF SCENES AND THE TRAINEE REVIEWS THE TAPE ALONE,	00808011 00808012 00808013 00808014 00808015 00808016
*SETTING	COLLEGE * INDEPENDENT	00808017
*MATERIALS	IPR ROOM	00808010
*LEVEL	ALL GRADES	00808005
*GENERAL	ALL CANDIDATES	00808008
*HOURS	1 1/2	00808007
*EVALUATION	TRAINEE SELF REPORT TO GRADUATE ASSISTANTS IPR PROFESSOR VERBAL RESPONSE TO QUESTION WAS THAT WORTH THE TIME YOU SPENT ON IT,	00808006 00808021 00808022
*FILE	FEELINGS RECOGNITION COPING STRESS REACTIONS	00808023 00808009

*OBJECTIVES	TO LEARN ABOUT ONE'S FEELINGS AND THOUGHTS WHICH ENJOYED IN THE TEACHING PROCESS, TO LISTEN TO ANOTHER'S REACTIONS TO ONE'S TEACHING PROCESS AND STRATEGIES, TO EXAMINE ONE'S OWN REACTIONS TO BEING TAUGHT, FINALLY TO USE THESE TO IMPROVE ONE'S TEACHING ABILITY,	00809018 00809019 00809020 00809021
*PREREQUISITES	MODULES 776-808	00809022
*EXPERIENCE	TRAINEES SELECT PARTNER FROM AMONG THE OTHER TRAINEES, TRAINEES TAKE TURNS TEACHING EACH OTHER ANY SPECIAL AREA OF KNOWLEDGE THEY HAVE WHICH THEY THINK MIGHT BE OF INTEREST TO THE OTHER, A MUTUAL RECALL SESSION FOLLOWS, TRAINEES THEN SWITCH ROLES, THE SECOND TRAINEE NOW TEACHES THE FIRST AGAIN A MUTUAL RECALL SESSION FOLLOWS,	00809023 00809012 00809013 00809014 00809015 00809016
*SETTING	COLLEGE * SMALL GROUP	00809017
*MATERIALS	IPR ROOM	00809011
*LEVEL	ALL GRADES	00809005
*GENERAL	ALL CANDIDATES	00809008
*HOURS	2	00809007
*EVALUATION	OBSERVATIONS OF NEXT REAL TEACHING SESSION,	00809006
*FILE	TEACHING PROCESS FEELINGS CONCERNING TEACHING IGNORE INSTRUCTION	00809024 00809009 00809010

*OBJECTIVES	TO LISTEN TO ONE'S IMPACT ON A REAL PUPIL, TO GET IMMEDIATE FEEDBACK ON WHERE ONE'S TECHNIQUES WERE EFFECTIVE TO PROMOTE LEARNING AND THE KIND OF GENERAL IMPACT THE TRAINEE HAD,	00810021 00810022 00810023 00810024 00810025
*PREREQUISITES	BLANK	00810012
*EXPERIENCE	TRAINEE CONDUCTS A TUTORIAL SESSION I	00810013
*EXPERIENCE	TRAINEE CONDUCTS A TUTORIAL SESSION WITH PUPIL FROM LANGU- SING SCHOOLS WHO NEEDS TUTORIAL HELP, AT END OF 40 MINUTE SESSION A SECOND TRAINEE INTERROGATES THE PUPIL APPROX- IMATELY 20 MINUTES, THE FIRST TRAINEE EITHER OBSERVES THE RECALL SESSION THROUGH THE ONE-WAY MIRROR OR LATER LISTENS TO AN VIDEO RECORDING OF THE RECALL SESSION, AT ANOTHER TIME FIRST TRAINEE SERVES AS INTERROGATOR FOR SECOND TRAINEE AND THAT TRAINEE'S STUDENT, COLLEGE / INDEPENDENT	00810014 00810015 00810016 00810017 00810018 00810019 00810020 00810011
*SETTING	IPR ROOM	00810005
*MATERIALS	ALL GRADES	00810008
*LEVEL	ALL CANDIDATES	00810007
*GENERAL	1	00810006
*HOURS	IF WARRANTED THE TRAINEE WILL PLAN AND MAKE CHANGES IN HIS TUTORIAL SESSION WITH THE ONE OR OTHER PUPIL,	00810026 00810027
*EVALUATION	TUTORIAL METHODS FEEDBACK ON TECHNIQUES IMPACT ON OTHERS,	00810009 00810010
*FILE		

*OBJECTIVES	PRACTICE IN TRYING OUT NEW TEACHER TECHNIQUES, GETTING FEEDBACK ON EFFECTIVENESS AND IMMEDIATELY TRYING NEW BEHAVIOR IF NEEDED, PRACTICE AT ESTABLISHING MORE OPEN COMMUNICATION WITH CHILDREN SO THAT CHILD CAN REPORT BACK ON WHAT HAS OR HAS NOT BEEN LEARNED AND WHAT IMPACT THE TEACHER IS HAVING ON PUPIL,	00811015 00811016 00811017 00811018 00811019 00811020
*PREREQUISITES	MODULES 776-810	00811021
*EXPERIENCE	TRAINEE AGAIN TUTOR A PUPIL PREFERABLY A NEW ONE, THE 40 MINUTE SESSION IS VIDEOTAPED, THIS TIME TRAINEES AND PUPILS TOGETHER ENGAGE IN MUTUAL RECALL FOLLOWED IMMEDIATELY BY A SECOND BRIEF TUTORIAL,	00811011 00811012 00811013 00811044
*SETTING	BLANK - INDEPENDENT	00811010
*MATERIALS	BLANK	00811005
*LEVEL	ALL GRADES	00811008
*GENERAL	ALL CANDIDATES	00811007
*HOURS	1 1/2	00811006
*EVALUATION	THE EFFECTIVENESS OF THE ENTIRE SERIES OF MODULES WILL BE DETERMINED BY THE TRAINEE'S COMPETENCE IN HIS INITIAL STUDENT - TEACHING EXPERIENCE,	00811022 00811023 00811024
*FILE	TUTORIAL METHODS FEEDBACK COMMUNICATION	00811009

FIELD EXPERIENCES

Those instructional activities which take place away from the campus of the collegiate institution are arbitrarily classified as field experiences. In general, the designation "field" has to do with either the elementary school (and pre-school) or some aspect of the organized community which relates to the school or to the teacher's understanding of the community's children.

In this report there are three categories of field experiences:

1. Certain clinical experiences which take place in the elementary and pre-school rather than on the collegiate campus.
2. Adjunct experiences which are specific field assignments for non-clinical studies.
3. Various enriching experiences which make distinct contributions to the liberal education of the teacher. (This category contains essentially a less structured set of experiences which are neither clinical nor adjunct.)

Inasmuch as the clinical experiences are treated comprehensively in an earlier section of the report, they are omitted from specific consideration in the Field Experiences section. Again, the term clinical is not interchangeable with field, although many clinical experiences are, or can be, field experiences.

Experience modules describing clinical experiences which are also field experiences are filed in the information retrieval system under the following accession numbers.

2505
2531
2550
2573
2579

Field experiences classified as adjunct experiences have the common characteristic of being dependent or subordinate to some in-class activity. Thus an adjunct field experience is less an end in itself than it is an instrumentation of some demand for field application or field input structured in response to the needs of an in-class module or series of modules.

Herein lies an instructional management problem common to virtually all of education at all levels: how to get the timely mix of in-class and field experiences. In recent years the educational professional has shown increased awareness of the value of supporting in-class instruction with field experiences. Field trips of many sorts are seen as a justifiable if not absolutely essential part of the instructional management scheme. Field trips and field experiences in general are defended for their relevancy to the learnings which are commonly valued, yet the timeliness of the field experience and the nature of the mix are rarely optimized. One field trip is expected to do many things: to reinforce previous learning through increasing the learner's awareness of the application, to deepen insights into the meanings of facts, to stimulate new curiosity and motives for inquiry. That field experiences can perform all these functions, no matter how haphazardly, is some sort of commendation for their use. The issue is not whether field experiences should be used, but rather for what should they be used, and how can they be made more effective.

ILLUSTRATION: TRAINING INNER CITY TEACHERS

With reference to the classroom studies which they parallel, field experiences are both output and input. Field experiences are output in the sense that classroom learnings can be applied here, either to enable understandings or to provide a basis for active involvement. Field experiences are input in the sense that they provide data for further learnings in classroom studies. This input can do much to bring the significant problems of the contemporary society into the collegiate discussion. Reflecting on the particular needs of the inner city ("urban center"), Dean Harry Rivlin asks,

How can colleges best prepare teachers to work with disadvantaged children and youth? How can we help teachers to become more expert in working with disadvantaged children and youth? Of course, these objectives need to be further spelled out into their many subquestions so that they become amenable to investigation. It is not enough, for example, to say that those who teach or are about to teach in urban schools should understand the social conditions that affect learning. What are such social conditions? How do they affect learning? What can the teacher do to deal both with the immediate effects in the classroom and with the larger attempts to correct the condition?²⁰

He further proposes that understandings and the instructional materials which can make these understandings relevant to the needs of real children in real schools must be developed within a framework of large-scale inquiry on school problems.

Instead of saying that teachers need to understand anthropology and urban sociology and be able to develop appropriate methods of teaching, let these specialists prepare the instructional materials that college professors can use to develop in their students the appropriate insight and skill.²¹

It is to meet just such needs that the elementary teacher education program described here involves the clinical settings in laboratory and field work. Simultaneously, instructional materials development and training through the use of the materials thus developed go hand-in-hand with clinical studies of the learners and the social, environmental structures in which they exist.

²⁰Harry N. Rivlin, "The Three Stages of Research in Teacher Education for Urban Centers," Clearinghouse on Urban Teacher Education Report, Vol. 2, p. 2, No. 3-4. Fall-Winter, 1966

²¹Ibid.

Since training teachers for the inner city is of paramount importance today, an extensive illustration of sources of clinical and field experiences appropriate for this task is warranted. Consideration of the following outline of objectives for training inner city school teachers, prepared by participants in the Mott Institute for Community Improvement Elementary Teacher Education Project, August, 1968 should suggest many useful clinical and field experiences.

A. Understanding Life Conditions and Cultures in the Inner City

1. Study the history and role of minority groups in America.
2. Observe minority children in classrooms, observe films and video tapes, and visit the homes of minority children.
3. Become aware of values of Negro culture.
4. Become proficient in critically analyzing minority culture values through the study of video tapes of a school dance, party, rumble.
5. Become proficient in critically analyzing minority or ethnic newspapers or other publications.
6. Know Negro communication patterns and contrast them with middle-class white patterns.
7. Discuss and analyze generally held stereotypes, fears, and misconceptions about minority groups. Discuss how teachers' own values influence this appraisal.
8. Understand how white cultural values penalize Negroes for their cultural values through culture biased tests, etc. Students will take reverse-culture biased tests as a learning experience.
9. Know how community conditions are reflected in the classroom through exposure to overt behavior cues that indicate hidden or misdirected talents, video tapes of angry child venting wrath on the teacher, etc.

10. Compare values of white culture, Negro culture with other minority culture (e. g. Indians immigrating to Los Angeles). Understand that inner city has a culture with different values and norms.
11. Make a cross culture study of a primitive culture.
12. Interview minority group members who have been successful in breaking out of the ghetto and discuss general social conditions, prejudice, "significant other" in their lives.
13. Interviewing practicing school administrators in ghetto schools.

B. Understanding Developmental Aspects of Inner City Children

1. Develop an awareness of the poor self-concept of many inner city children.
2. Understand how self-concept influences all areas of behavior.
3. Develop an awareness of the need and importance of individual attention for inner city children.
4. Develop realistic teacher expectations of inner city children.
5. Develop his own projective techniques and instruments for assessing a student's self-concept.
6. Become proficient in helping children establish a reasonably acceptable feeling about themselves.
7. Understand that competence comes slowly for children who have been bombarded by conditions and forces beyond their control.
8. Develop an understanding of the outlooks of clinical psychology and psychiatry as he assesses his own reactions to teaching inner city children.

9. Understand how environmental influences greatly enhance or depress intellectual abilities of inner city children.
10. Understand how current diagnostic instruments penalize inner city children.
11. Become proficient in controlling critical factors in the learning environment.
12. Understand the necessity for being genuine and fair in his approach to solving conflicts between children, particularly between children from different ethnic groups.
13. Become efficient in helping children develop control of their verbal behavior in the classroom.

C. School Community Relations

The teacher trainee will:

1. Develop proficiency in adult interview techniques.
2. Develop a case study of an inner city family.
3. Visit a welfare agency and learn the personally degrading procedures that people of the inner city must undergo.
4. Visit homes in the inner city with a nurse, school social worker, home counselor.
5. Spend time with community service agency.
6. Analyze dynamics of inner city community, recognizing sources of community power,
7. Visit day care centers, settlement houses, playgrounds, out-patient health centers, block club meetings to learn the psychological and physiological needs of inner city children.
8. Learn employment opportunities in the inner city community.

D. Classroom Management

The teacher trainee will:

1. Learn by experience and study how non-verbal cues affect responses by students.
2. Learn the legal status of the teaching profession and his responsibilities in the classroom.
3. Understand the importance of the "self-concept" as it relates to the achievement and behavior.
4. Become proficient in the skills needed to diagnose and prescribe an appropriate educational program for each individual.
5. Become proficient in use of effective strategies for dealing with discipline problems unique to inner city classrooms.
6. Recognize critical incidents when the student teacher should intervene in an ongoing teaching-learning process.

E. Schoolwide Planning Organization

The teacher trainee will:

1. Know the basic philosophy, objectives, and goals of the school district and the instructional guides of the district and state.
2. Interview Superintendent of Schools discussing financial organization and problems of school district, with relationships between local, state, and federal governments.

F. Use and Development of Instructional Materials

The teacher trainee will:

1. Become competent in planning and using the multi-media approach to instruction.

2. Create an original instructional material to assist instruction.
3. Become competent in the use of instructional hardware.
4. Become familiar with sources of instructional materials.
5. Visit instructional materials center of the local school district and become familiar with ordering processes.

G. Teaching Communication Skills

The teacher trainee will:

1. Become familiar with dialects and speech patterns of minority peoples, and be able to translate to standard English.
2. Become familiar with the basic vocabulary of dialect and usage of inner city children.
3. Become aware of language patterns to be avoided in speaking with people of minority races.
4. Become competent in teaching English as a "second language."
5. Have experiences in decoding a strange or new language to gain empathy for the problems of minority peoples.

H. Techniques, Instructional Strategies and Methods

The teacher trainee will:

1. Observe and analyze different kinds of teaching skills in inner city classroom.
2. Analyze patterns of inner city classroom.
3. Have own teaching recorded on video tape for analysis with supervising teacher and college teacher.
4. Engage in micro-teaching experiences.

5. Write materials at reading and comprehension level of slower learners.
6. Become competent in the direction of activities of para-professionals and lay assistants in the school.
7. Become proficient in structuring classroom situation so that time is available to work with children on an individual basis and a one-to-one conversational basis.
8. Become aware of how cultural patterns affect pupil's progress in inner city schools.
9. Become competent in making lesson plans with reasonable chance for success in the inner city classroom.

I. Adaptation of Curriculum to Disadvantaged Children

1. Observe clinically, or by video tape, classroom activity and movements of inner city children. Compare with outer city school. Film specific lessons in both situations to compare the different
2. Understand motivational forces for learners in the inner city. Understand the need for immediate rewards.
3. Become proficient in using curriculum materials usable at the point of academic achievement that inner city children have. Understand how lack of background and effective learning style necessitates compensatory instruction built into the lesson.
4. Observe various compensatory programs operating locally,
5. Understand the role of the various federal and state programs.
6. Become proficient in involving out-of-school experiences into classroom activities.
7. Understand possibilities for educational enrichment in outdoor education.

8. Become proficient in adapting existing materials to a lower reading and/or comprehension level.

SEQUENCING FIELD EXPERIENCES

Typically, field experiences have been sequenced in some sort of assumed "increasing difficulty." Thus, individualized teaching or tutorial teaching is followed by small-group teaching and this, in turn, by large-group teaching. Whether or not such progression is, in fact, a movement from simple to complex teaching tasks can be debated, but for this project it is assumed not to be thus. As an alternative to this sort of speculation about preferred sequence for field experience, the program model offers a progression from the familiar to the less familiar. The trainee is assumed not to regard elementary school teaching of any sort as "familiar," even though he went through the elementary school some years ago. To build initially upon his recall of childhood experiences seems shaky at best. Instead, it is assumed that he is most familiar with the roles of the teacher and student at the high school level (a recent experience) and with the roles of professor and student at the college level (a current experience).

Logical progression from the "act of observing" to the "act of teaching" also seems to be indefensible. Until the trainee begins to see as a teacher sees, it is unlikely that worthwhile generalizations can be derived from extended observations of the elementary teacher at work. Thus it is a contention of the program model that the most meaningful field experiences are apt to be those in which some sort of active or participatory role is played by the trainee.

Vice-Chancellor Haskey of The University of Texas has been credited with the observation that the most important mistake in teacher education is in giving fine answers to questions students don't yet have. There is important truth here; until a student begins to learn much about himself as a teacher, it is hard for him to learn much about teaching by watching teachers. He is much too busy continuing his identification as a student. Part of the answer is to be found in earlier contact with pupils in a teacher-related role; observing from the rear of a classroom doesn't do much for the student.

FIELD EXPERIENCES FOR COMMUNITY UNDERSTANDING--

The "community" within which the school functions is more than an abstraction. College students notoriously see "community" in remote terms within academic contexts. The reality of the community is people and the agencies (formal and informal) which serve them. As an extension of that aspect of liberal education so very critical to the teacher's sensitivity and value formation there is provided a set of field experiences adjunct to course work in social science and professional uses of knowledge. These field experiences are intended to provide first-hand acquaintance with a variety (not necessarily the same variety for each student) of the agencies and human welfare roles which are functioning within a given community.

A list of possibilities for active participation for this program model by Mrs. Elizabeth W. Cady of the Central Volunteer Bureau, United Community Services of Metropolitan Detroit, follows. An implementing institution should seek liaison with such a clearinghouse for volunteer services and arrange for its trainees to enroll for a quota of such community service activity during the first two years of this program. (During the last two years, the coordination of such community experiences would be transferred to the participating clinic-schools).

SHARING "KNOW HOW": introduce young and elderly to the creative pleasures of crafts, painting, music, woodworking, electronics, sewing, cooking, good grooming.

GROUP LEADERSHIP: help children or adults engage in active sports, indoor games, trips to places of interest, camping, dancing, choral singing, hobbies, discussion sessions.

PERSON TO PERSON OUTREACH: visit the lonely, tutor disadvantaged children, read to blind students or caseworkers, act as Big Brother or Big Sister to a fatherless child, counsel teenagers on careers, share inter-cultural family experiences, help prevent a suicide.

CARE FOR PEOPLE: assist the sick or aged in a hospital or home; or assist the mentally ill, retarded and physically handicapped with rehabilitation for living.

DRIVING: use your car to give needy patients a lift to treatment centers, transport infants to foster homes, take oldsters or youngsters on an outing.

OFFICE DUTIES: handle telephone inquiries, type and file, assist with large mailings, act as an interviewer or receptionist, coordinate services or records.

COMMUNICATIONS: write feature stories or TV spot announcements, illustrate pamphlets, edit newsletters, take photographs, speak before groups or on the air.

PROJECTS FOR GROUPS: offer direct service to people on a regular or occasional plan; make, collect or provide gift items to meet the countless unbudgeted needs of our health and welfare agencies.

THE CLINIC -SCHOOL NETWORK

Within the state or region served by the implementing institution, local school agencies (school districts) must be identified and articulated with the teacher education program. It is contended in this program model that laboratory schools on campus and the sort of upper middle class suburban schools in which so much student teaching has taken place in the past are poor substitutes for a network of schools representative of the sort of schools (and the distribution of schools) to which the trainees will go upon graduation. Since the inner city constitutes such a challenge to the educational enterprise, it seems reasonable and responsible to seek out a high proportion of schools within the inner city in which to establish clinical and field experiences for trainees.

The clinic-school is a school in which training and research are constantly in process. There are always openings in the long and short-range staffing plans of the school for sets of interns. There is appropriate equipment (particulary television taping equipment) for providing feedback to interns and practicum trainees. There are special small rooms for micro-teaching used particularly by the visiting practicum trainees. (Clinic-schools near the campus are reserved for a higher proportion of visiting field experiences.)

The entire faculty and staff of a clinic-school is involved in instructional improvement. Development themes and problems are defined by the faculty for long-term attention. Within a network of schools one school may be experimenting with new models of teaching-team configuration, another school may be developing an approach to non-graded continuous progress, and another may be implementing and evaluating a set of materials from one of the individualized instruction projects. with each clinic school is at least one research or evaluation faculty member from the university who is responsible for designing appropriate evaluation procedures, and for assuring that what is discovered or concluded in each phase of the clinic-school's development is fed into the university's development and curriculum improvement plans.²²

The regular teachers in a clinic-school are not all directly associated with the teacher education aspects of the school's work. Most are, however are intern consultants, some are hosts and critics (instructors) for the visiting pre-intern trainees, and others are supervising teachers for those students who require a longer practicum to prepare themselves for internship. Some of the teachers are enrolled in the in-service programs of this program model and they are engaged in resourced teaching and applied graduate studies.

THE FUNCTIONS OF A CLINIC-SCHOOL IN RELATION TO EMPHASIS ON BEHAVIORAL SCIENCE --During the past few years behavioral scientists have accumulated a significant body of knowledge relative to human learning in both individual and group settings. This knowledge is potentially useful to the elementary school teacher as he attempts to manage physical, social, and psychological conditions relevant for optimum growth and learning in his pupils, and it is potentially useful to the teacher educator as he helps college students transform themselves from teacher to professional practitioner One major function of the clinic-school in a teacher education program is to convert this potentially useful knowledge into effectively useful knowledge.

²²An interesting implementation of this sort of a plan to involve clinical teams and whole faculties in school development is described in several documents from "The Maryvale Project" (Fall and Wilson, undated).

The clinic-school is a school where three types of activity are continually in progress:

1. actual pupils are competently taught
2. practical knowledge is systematically accumulated
3. trainees are transformed into professional practitioners.

Although for clarity of discussion it is convenient to isolate these practice, research, and training activities of the clinic-school, it must be remembered that they must be intertwined in order to be maximally effective.

The research and evaluation component of the clinic-school is the connecting link between actual school practice and behavioral science. Practitioners, trainees, trainers, and researchers cooperate in gathering relevant psychological and sociological data as the school serves its pupils. These data, which describe specific evaluating school practice are related to the behavioral science knowledge base by research translation teams. Practitioners, trainees, trainers, and researchers can then identify gaps in the knowledge base, to be investigated in auxiliary experimental laboratories, and promising revisions in instructional practice to be investigated in the clinic-school itself.

The research and evaluation component of the clinic-school is also the connecting link between actual training practice and behavioral science. Psychological and sociological data relevant to training is collected in the clinic-school and related to the behavioral science knowledge base by research translation teams. Practitioners, trainees, trainers, and researchers again can identify gaps in the knowledge base which can be investigated in auxiliary laboratories. They also can develop and test specific clinical experiences which will aid the transformation of the novice trainee into a professional practitioner, as well as continued enhancement of the knowledge and skills of an experienced professional.

The behavioral sciences can contribute not only knowledge useful for managing conditions to achieve optimum school practice or practitioner training; they also can contribute a

paradigm of systematic decision-making. The scientist systematically observes his surroundings, systematically relates these observations to other observations, and systematically tests (both logically and empirically) these relationships as he accumulates knowledge. The practitioner follows a similar paradigm as he serves his clients: he diagnoses a situation through systematic observation; he prescribes changes in the situation by systematically relating his observations (diagnoses) to available knowledge, and he tests the relationships (prescriptions) by carefully administering treatment and systematically observing the empirical outcomes. In addition to providing the link between behavioral science knowledge and school practice and practitioner training, the clinic-school is designed to develop this professional clinical behavior style of decision-making within every member of its staff. In particular, emphasis is placed on aiding trainees to make all practical decisions in this manner, effectively utilizing the many practical, training, and research and development resources available to them.

Contemporary education lacks a basis for consistent decision-making. The intuitive judgment of individual teachers is over-valued. Classrooms are isolated and teachers are autonomous; each teacher is assumed to be a maker of wise decisions. The challenge remains: just how wise are the diverse and far-reaching decisions made by a person who is not in command of the controlling facts in the learning process? Intuitive processes of decision-making can evidently be developed--there is reason to believe that this is what happens in contemporary teacher education. Creating a practitioner education which deliberately couples the skills of insightful decision-making to a more fully comprehended science of learning would enhance teaching beyond the greatest expectations.

DERIVING CLINICAL MATERIALS--Training procedures and data gathering go hand-in-hand in a clinical environment. One of the important functions of the clinic-school is to provide a source for materials which will be used in the pre-clinical and clinical studies. The clinic-school in effect becomes a "studied" school; its teachers and its pupils become sources for the data records, the audio tapes, video tapes, written analyses, and other documents which constitute the feedback link to the training program. Comparisons of the materials from

two or more schools in the network becomes valid and meaningful learning tasks for pre-clinical students. One way to avoid the conclusion that "teaching is teaching is teaching" is for students to study teaching as it is in situation x; to study teaching as it is in y; to search for similarities and differences in the two situations; to propose how it might be improved in each of the two situations and to review whether situational variables were taken into account in the two sets of propositions.

Clinical materials for teacher training can be a significant by-product of the clinical research carried on in a clinic-school. Behavioral research in the problems of human learning and in the practice of instruction is a rapidly expanding field. Clinical studies of learning and teaching can be carried on as a fundamental part of the environment in which teachers receive their practical training. Such clinical research concerns itself with the very problems which practitioners identify; further, it begins with descriptions in the real environments, not just in the highly-controlled and contrived environments of the laboratory. Like teaching itself, clinical research faces up to the ever-present problem of complexity. Solutions are rarely generalizable without many provisions about the wide array of confounding variables. But behavioral research can help to relate research to practice because it acknowledges the proposition that what experience has taught practitioners is worth knowing and there is plenty that is worth knowing about teaching today. Alert practitioners who grow along with the demands of their duties are a powerful resource. We do well to base the starting point in teacher education upon the models of excellent teaching which exist in a large number of public school classrooms.

It is especially clear that those who supervise field experiences are powerful behavior models. We desperately need clinical research to give us a better picture of what these behavior models look like; we then can provide materials and experiences in the pre-clinical phases of teacher education which will communicate these models more rapidly and objectively to the trainees. This approach can provide a clarity which seems now to be lacking. Teacher education can become a set of experiences which enable the student to begin to operate within the framework of the best teaching models we can find in real practice.

With clinical research and the clinic-school's own development projects serving as a safeguard against falling back to mediocrity, we claim that there is much to be said in favor of preparing students to model their teacher behavior on the best of what teachers are really like. It is time to stop using teacher education students as pawns in the battle over what teaching ought to be like. This abstract argument is the cause of much indefiniteness in today's teacher education.

PRE-INTERNSHIP PRACTICUM EXPERIENCES

The practicum experiences are the field and clinical experiences which take place in the schools before internship. They are divided into two general classes: the visiting practicum and the teamed field experiences. According to their needs, all students engage in some of each, but the longer teamed experiences are reserved for those who show particular needs for field experience to help them become ready for the internship.

VISITING PRACTICUM--Short experiences, such as those stipulated in the clinical experience sequence, take place in the particular clinic-schools near the campus where combination of the student's practicum experiences and his academic studies during the same term is feasible. Most visiting practicum experiences are conducted as small group instructional experiences, and these are tape recorded for replay to the trainee on most occasions.

Objectives toward which visiting practicum students work include:

1. Recognize the importance of planning with reference to human variables.
2. Understand the role of planning the sort of environment which will provide opportunities for children to learn.
3. Understand principles of motivating learning.
4. Understand various communication modes: types of questions and responses they elicit, expression of feelings, etc.
5. Understand the distinction between measurement and evaluation.
6. Evaluate the effect of instructional experiences.

7. Evaluate self as teacher.
8. Understand the need for planning as it relates to instructional resources for achieving immediate learning goals.
9. Understand the importance of record-keeping concerning individual pupil progress.
10. Become familiar with the various methods of reporting progress to parents.
11. Understand the individual teacher's role in relationship to all other staff members.
12. Become familiar with procedures for obtaining instructional materials.
13. Become familiar with cumulative records.
14. Recognize factors which relate to planning for physical and sociopsychological climates of learning.
15. Understand principles for employing instructional materials in instructional setting.
16. Operate basic audio-visual equipment.
17. Recognize importance of pupil's experiencing success.
18. Search for causes of behavior within the classroom rather than treating symptoms of causes.
19. Understand principles of classroom organization for instructional purposes.
20. Understand the importance of variety and change of pace in instruction.
21. Recognizes the relationship of physical comfort and learning.

TEAMED FIELD EXPERIENCES--During the third year each trainee is assigned for a short period (two to three weeks) of half-day work with a team of interns and intern consultants. (The trainee arranges all academic courses for either morning or afternoon in order to be available for the teamed field experience as assigned). The participation with the team in a clinic-school provides a continuous experience in planning and evaluating. The intern consultant helps the trainee prepare to carry on some limited continuous teaching responsibility during this period and assesses the trainee's readiness for the internship. If it is judged that the trainee is not yet ready for internship, the teamed field experience can be extended into as many weeks as necessary; reassignment to another team would be possible after the trainee had become satisfactorily competent in the first assignment.

SPECIAL NOTE ON CLINICAL-FIELD SUPERVISION--Success of the trainee is dependent to a large extent upon the personal compatibility between his clinical-field supervisors and himself. This compatibility relates to overt and observable differences in personality, values, style, and career purposes. Often it is less a matter of conflict than a matter of mutual ignorance--ignorance of each other as people.

Meeting the need for greater knowledge, acquaintance, and understanding among the participants in the training team requires special attention to increased data availability concerning participants and the exchange of that information for the field and clinical supervisors. This should be then matched by reciprocal information for the trainee concerning those with whom he is working. Exploring the effects and values of exchanging information in more subtle areas of information such as personal philosophy, values, perception of goals, and previous interpersonal relations seems worthwhile.

Just as those preparing to teach are exposed to ways and means of individual and group analysis, to the psychology and development of the young learner, to learning theories and practices which illustrate those theories, so must we more thoroughly prepare supervising personnel with those capabilities. Even more, we must prepare such a mentor to handle simultaneously the tools of analysis as they relate to the novice under his supervision. Such a goal cannot be accomplished under casual systems of selection and assignment.

Economic and personal exigencies have effectively blocked formalized merit systems of any significance within the role of classroom teacher. A systematic program of preparation for a "pool" of clinic-school personnel could bring new vitality and prestige to the roles of supervision and of classroom teaching.

INTERNSHIP

The most intense period of field experience is the internship. During the entire fourth year the trainee is assigned to one of the schools within the clinic-school network where, as an employee of the local education authority (school district), he is on salary and in charge of an elementary classroom or specialist's circuit, according to the program in which he is enrolled. The design suggested for this internship is based upon the Elementary Intern Program (EIP) now in its ninth year of evaluation and development at Michigan State University (and widely copied elsewhere).

EIP began under Ford Foundation support as "STEP", a five-year baccalaureate program characterized by assignment in an off-campus field center for the bulk of the professional studies. Corman and Olmstead describe the original program:²³

At least one full-time University faculty member was to make his home in each cooperating "center" and serve as a "resident coordinator". The coordinator would be a permanent staff member, would hold regular academic rank and earn advancement and tenure based on the same criteria used for "on-campus" faculty. He would be directly attached to a department within the College of Education and, though charged with special administrative responsibilities, would be a person competent to teach some part of the professional sequence. The purpose of these stipulations was to underline the College's intention to accord the program and those associated with it full status, and to signal the College's firm commitment that the program not be perceived as a temporary or marginal operation. (Later, when enrollments justified it, "assistant

²³Bernard R. Corman and Ann G. Olmstead, The Internship in the Preparation of the Elementary School Teachers, (East Lansing: College of Education, Michigan State University, 1964), pp. 6-9.

coordinators" were also assigned to the centers. These were advanced doctoral degree candidates appointed on a four-fifths time basis who helped with the advising and instructing of the pre-interns)

Each of the centers was to encompass a single community college and one or more school systems. Students would typically, though not necessarily, attend a community college for their first two years of study. Applicants who had attended Michigan State or any other accredited school would also be accepted but, in any case, those wishing to be admitted would be expected to meet all regular requirements for transfer into the College of Education with junior class standing.

The resident coordinator in each center would organize a screening committee composed of himself and representatives of the school system. (In one center the school representatives were initially chosen from the administrative hierarchy, but in all other centers classroom teachers predominated). Each applicant who met the academic requirements would be interviewed by this screening committee which would decide upon the acceptability of the student as a future member of the profession. One might argue that an interview is hardly a valid method for determining a candidate's potential as a teacher, but no better method exists. (As it turned out, few of the initial applicants were rejected in any event.) The intent, however, was clear. Those already established in the profession would be asked to take a more active role in determining who should be permitted to prepare for teaching.

The selected students would begin their professional preparation by attending a summer session on the East Lansing campus with their course work concentrated in the liberal arts. At the end of this first summer the student would return to her home center to begin a pre-internship year. The resident coordinator, faculty commuting from campus, and school personnel would direct the students in a period of intensive formal instruction in pedagogy and in related work in the schools. During the first two quarters of this pre-internship year the student would spend about half of each week in direct contact with children and schools, would gradually be given greater responsibility for teaching,

and the year would then culminate in a twelve-week full-time student-teaching experience. During the pre-internship year the student would be in a one-to-one relationship with a supervising teacher and, hopefully, would work in a number of different schools and grade levels. The pre-intern would receive no pay and, except for her student teaching term, would earn no college credit for her work in the schools.

At the end of the pre-internship year a second screening would occur and those students retained would return to the university campus for a second summer session. The focus of studies would again shift to the liberal arts.

By the end of the second summer the student would have completed three and a half years of college work and met all existing state certification course requirements in professional education. She would now receive special certification and begin a two-year internship.

As an intern, the student would be fully responsible for a class and perform all of the duties expected of any other beginning teacher. The major difference would be that she would receive the help of an intern consultant. Persons appointed to this new position were to be employees of the school administrators and the resident coordinator. The intern consultant's sole responsibility would be to guide a number of interns through their first years of teaching: the consultant would neither teach classes of her own nor replace the building principal in the evaluation of the intern. For first-year interns the ratio of consultants to interns would be held to one-to-five; this ratio would expand to one-to-ten during the second internship year. (In many important ways the "intern consultant" position anticipated the "clinical professor" Conant was later to advocate. The principal difference is in the strength of the university connection of the latter.)

In a sense the intern would pay for her consultant's services. During the first year the intern would receive approximately two-thirds of the salary normally paid to a beginning teacher and this would increase to about three-fourths pay during the second year. The difference between what the interns would receive and what an equal number of beginning teachers would have been paid would underwrite the cost of the consultants' salaries (most of whom would be at the upper levels of their system's salary schedule).

The school systems would also absorb the costs of providing classroom space for the pre-interns and offices for the coordinator and consultants. To guard against any balance accruing to the school system--and any legitimate charge that "cheap" teachers were being employed--a clear understanding was to be reached that any savings to the schools were to be ploughed back into the program in the form of higher pay for the interns, scholarships for the pre-interns, or instructional materials for use by the pre-interns. Ford Foundation funds were to be used to establish the nucleus of a professional library in each center, but additions would be made in subsequent years out of the university's regular operating budget. .

During the two years of their internship, the students would enroll for the equivalent of a three-credit course each term to be taught in their communities. And, finally, the interns would attend a third campus summer session. At the close of the second year's internship they would be awarded a Bachelor of Arts degree and regular certification as a teacher.

The STEP program has developed from this earliest form of the four-year Elementary Intern Program.²⁴

In the revised program, as before, a student completes two years of college and then enrolls for a campus summer session. At the end of the summer, however, not all students move to resident centers. About half of those in each class remain on campus for the regular Fall term; the rest return in the Spring after two quarters in the field. A second summer session follows for both groups.

Formal course requirements are identical for students in the internship and regular programs. But the internship students take their methods of teaching courses in the centers and the course, School and Society, after, rather than before, they complete student teaching. The work in teaching methods is presented in a "block" by a "team" of three faculty members commuting from campus, and this study is accompanied by work in the schools, as before. The work in the schools expands into a full-time student teaching experience in the second quarter of the pre-internship.

²⁴Ibid., pp. 89-91

A two-year internship is no longer mandatory. Following her pre-internship the student completes a single year's internship, although the University may extend the requirement for students who have not reached adequate levels of performance, but give some promise of doing so. Provisions for selecting students, paying the interns, and guiding their practice are similar to those described earlier.

To some extent, the cutback in the internship requirement was a response to a 1963 University-wide reduction in the number of credit hours required for graduation. Other considerations aside this necessitated an adjustment if the disparity in the demands of the internship and campus program was not to become even wider. But it is highly probable that a change to a one-year internship would have been made in any case. Two groups benefited most from the second year; the less able and those who wished to develop their skills beyond simply acceptable levels. The less able have been provided for by reserving the right to extend the internship requirement in individual instances. For the more committed, an alternative proposal is being considered: the development of a new kind of Master's degree program which will extend the core of the internship idea in a way that might justify the granting of graduate level credit. The teacher would be given an opportunity to work on the improvement of her skill and understanding using her own classroom. University personnel would attempt to provide the kind of guidance that characterized the best of the second year intern-consultant relationships.

During their internship year the students in the revised program enroll, in extension, in the six-credit course, School and Society. In this, the students consider the purposes of education, and analyze the impact of the larger society on their endeavors. The progression in the revised program is, thus, from general and liberal education, to an intensive analysis and practice of teaching to a critical examination of the aims of education.

The major effect of the changes made in the initial structure is that a student may now certify in four calendar years while still completing both a pre-internship and paid internship in the schools. Though less demanding, the revised program still asks more of the student than does the campus-based program; an added quarter off-campus in addition to student teaching, two summer sessions, and the internship year itself.

There is evidence that the revised program is attractive to students. In the first class enrolled, a larger proportion are students who have completed their first two years at Michigan State rather than at one of the community colleges. Many of these are also students who were in a position to choose the internship option on other than financial grounds. The new program still has little appeal for those who value campus life most highly, but it does make the decision to undertake the internship less difficult for others.

In the program model the fourth year would be devoted to an internship assignment under the direct supervision of an intern consultant (similar in many respects to Conant's "clinical professor" but drawn from the ranks of outstanding elementary school teachers.) The intern consultant's role of close supervision during an entire year is generally regarded as the most important innovative element in the proposed internship model. Careful and meaningful supervision of the intern is provided by competent clinical supervisors, the intern consultants. These consultants, selected from the most able teachers in the cooperating school districts, have developed the preparation of new teachers far beyond the initial expectation. The low ratio of interns to intern consultants (5 to 1) and the closeness and continuity of their relationship has made it possible for very specific help to be offered and accepted. Typically, the consultants have found that at the beginning of the internship they are able to aid the intern in securing teaching materials, in offering support and advice on instructional problems, in demonstrating effective teaching methods and the like. As the intern becomes more secure, the consultant is able to raise the intern's horizons, encourage experimentation and creative solutions of teaching problems, and prevent routinization. Most importantly, the consultants have helped bridge the gap between the college course work and the public school classroom by helping the intern to relate "theory" and "practice."

In cooperation with his intern consultant, each intern develops a progress achievement plan based upon

1. cooperatively defined standards and goals to guide the intern's development.
2. determination of problem-solving skills which are to be developed and evaluated

3. procedures to use television recording and other clinical instrumentation (Interaction Analysis, etc.) to assess effectiveness of previous clinical learnings.

Certain specific objectives are given attention in all internship assignments:

1. Evaluates self as a teacher.
2. Understands the implications of various organizational administrative patterns for planning within individual school systems.
3. Recognizes the role of the diagnostician, psychologist, and counselor in a school program.
4. Understands the need for planning as it relates to instructional resources for achieving long-range goals in terms of the year's work.
5. Understands the importance of reporting school progress and individual pupil progress to the school and to the community.
6. Becomes skilled in the various methods of reporting progress to parents.
7. Becomes skilled in selecting and using instructional materials and aids.
8. Becomes skilled in the maintenance and use of cumulative records.
9. Develops an understanding of the importance of planning to help children integrate the utilization of knowledge, skills, and content.
10. Understands the necessity of planning for flexibility so that natural learning opportunities may be seized upon as they occur spontaneously throughout the school day and the school year.
11. Provides experiences wherein pupils experience success.
12. Searches for cause of behavior within the classroom rather than treating symptoms of causes.

13. Employs variety and change of pace in instruction.
14. Utilizes the principles of group dynamics as one basis for the planning of classroom activities.
15. Considers physical comfort of learners.

Suggested guidelines for establishing the internship at an implementing institution include:

1. Internship programs should be brought into the mainstream of teacher education. Unfortunately, most such programs now are peripheral enterprises and include only an insignificant portion of students preparing to become teachers.
2. The internship program must be designed to be self-supporting. Many current programs are still dependent upon foundation funds or other outside support.
3. The internship program must provide careful and meaningful supervision of the intern by competent clinical supervisors. Without such adequate supervision, the internship experience can be meaningless and will not lead to professional growth.
4. Since the primary obligation of the public schools is to the children, not to teacher trainees, the interns must be well enough prepared so that they can provide high quality instruction as soon as they begin their assignment as interns.
5. The intern should be paid an adequate stipend.
6. The intern must be carefully and effectively supervised.
7. The cooperating school district must not be allowed to "save money" by employing interns.

Another feature of the internship is the continuing seminar in company with other interns and the intern consultants within the particular clinic-school. These seminars focus on the particular needs and problems of the individual interns. Television tapes of their own teaching are the major reflective content of the sessions. Freedom to discuss and analyze should be easily carried over from previous micro-teaching and other clinical experiences, but where needed, the use of film strips or sound films of closely

related teaching problems can be used. Within the next few years there will apparently be produced quite a wide variety of such films. As of this moment, the commercially available titles are sharply limited. One promising series which would be suitable for internship seminars is the Starting Tomorrow series (The Ealing Corporation, 2225 Massachusetts Avenue, Cambridge, Mass).

SUMMARY--The intern trainee is to serve full time for one school year in a particular classroom or series of assignments in the manner of a regularly employed teacher. Salary for this year is to be approximately two-thirds of the district's starting teacher salary. The experience is to be supervised by an intern consultant who is also paid by the school district. The intern consultant is to work with five or six interns as his exclusive assignment. (Funds for the intern consultant's salary are, in effect, the aggregate of dollar differences between the interns' salaries and the ordinary average costs of maintaining the teaching personnel in the same number of teaching stations.)

Prior to internship the trainee has practiced short episodes of the clinical behavior style of teaching mostly in simulated and hypothetical environments. The internship gives the trainee the opportunity to practice the clinical behavior style within the full range of teaching and school-related tasks required of a full-time professional, with continuous expert consultation. Internship experiences are designed to aid the trainee in behaving within the clinical style throughout the entire day, the entire week, the entire year; in short, to extend segmented clinical experiences of the trainee into a continuous clinical style of the practitioner which will serve clients most effectively throughout the practitioner's entire career. Supervision and seminar experiences with other interns will provide ample opportunities to develop a sense of common purpose and common need within the elementary school environment. Thus the career is not only prepared, but it is actually begun within a supportive environment which promises optimal opportunity for success, satisfaction and self-improvement.

FIELD EXPERIENCE MODULES

Writing specific experience modules for field experiences is a special problem. Most clinical experience modules presented earlier depend upon a high degree of predictability and replicability assured through the use of structured tasks in hypothetical situations. By contrast the field experiences in teaching are random and, to a large extent, unpredictable. Very little can be done to guarantee that particular confrontation will occur during a fixed period of time. The best that can be suggested is that field assignments be made in terms of the probabilities that certain problems are more likely to occur in one situation than in another. The major argument for assignment to practicum and internship experiences within "difficult" schools and neighborhoods is that the trainee is more likely to encounter here the really demanding situations which, for humanitarian and pedagogical reasons, should be first confronted under supportive supervision. The field experience modules which follow are not intended to represent the entirety of the random encounters of the proposed field assignments; instead, they represent highlights and particularly problematic encounters which field experience coordinators should make special efforts to provide through selecting assignment, anticipating the emergence of circumstances, or when all else fails, prayerful reliance on serendipity.

SPECIAL NOTES ON THE INTEGRATION OF CLINICAL AND FIELD EXPERIENCES

1. Three levels of experience are suggested as a progressive development of substantial meaning (understanding) through clinical and field experiences.
 - a. A "knowledge about" level with a base in lectures or readings (possibly programmed) and evidenced by an ability to list, recount, relate, and discuss.
 - b. An initial "experiencing" level with a base in observing real or simulated conditions and evidenced by an ability to list, produce observational notes, sort, select, relate, discuss etc. the presence or absence of a situation, material, etc. and the significance of such a situation.

- c. A "performance" level with a base in practice (total or partial--perhaps focused on a specific goal) and evidenced by the provision for, supply of, or performance of a specified behavior.

2. Field experiences can be made more meaningful through the consistent application of a relevant paradigm of analysis consistent with the clinical behavior style of teaching. The following illustrations demonstrate the trainee's development of tentative hypotheses (from logical or human learning grounds) and the use of such hypotheses to generate operational objectives for his intervention and interaction in a field setting.

ILLUSTRATION Hypothesis: Physical comfort and a stimulating environment are conducive to both teaching and learning.

General Objective: Candidate considers and provides for physical comfort of learners. (This objective relates to only one half of the hypothesis).

Specific Objectives: (Refer to modules attached for experiences, etc.)

1. Recognize the influence of temperature, humidity, ventilation, comfortable seating, proper lighting, viewing freedom, hearing, safety, and student location on learning.
2. List from observation, the presence, absence, extent, and accomodation made for each of the physical factors influencing learning.
3. Provide for the physical comfort and safety of each child in the classroom.

Hypothesis: The use of instructional materials and aids in teaching enhances the quality and impact of that teaching as measured by increased student interest, involvement, and understanding.

General Objectives:

1. Student understands the need for planning as it relates to instructional resources for achieving

long-range goals in terms of the year's work and other units of time, e.g. a few days, a week, month, semester.

2. Student selects and uses instructional materials, community, and technological resources of various types to fit specific instructional needs.
3. Develops a variety of motivational techniques for the classroom (specifically the motivation qualities of instructional aids).
4. Discovers available audio-visual and other resource material.
5. Selects materials.

Special Objectives:

1. Student can list the typical and ideal instructional materials and their utility.
2. Student can list from observation the presence, absence, and/or use of instructional materials and teaching aids in a classroom.
3. Student uses and can justify the use of a variety of instructional materials and aids in teaching.

*OBJECTIVES	DEVELOP AWARENESS OF ONE'S SELF CONCEPT AND ITS RELATION TO BEHAVIOR,	02644 17
		02644 18
*PREREQUISITE	NONE	02644 19
*EXPERIENCE	21+ READ RESEARCH ON MOTIVATION, SELF-CONCEPT, AND GOALS	02644 11
	22+ CASE STUDIES OF INDIVIDUAL EXPRESSIONS OF THEIR OWN WORTH AND HIS DESIRE FOR FUTURE. 23+ WORK WITH INDIVIDUAL PUPILS FOR SHORT PERIOD EACH WEEK FOR SEVERAL WEEKS, TAKING HIM TO OUT-OF-SCHOOL PLACES, OR WORKING WITH HIM INDIVIDUALLY IN SCHOOL.	02644 12
		02644 13
		02644 14
		02644 15
		02644 16
*SETTING	INDEPENDENT SCHOOL	02644 10
*MATERIALS	BLANK	02644 5
*LEVEL	ALL GRADES	02644 8
*GENERAL	ALL CANDIDATES	02644 7
*HOURS	5	02644 6
*EVALUATION	GROUP DISCUSSION OF THE EXPERIENCE	02644 20
*FILE	OBSERVATION CAREER DECISION FIELD/SCHOOL CHILDREN	02644 9

*OBJECTIVES	CANDIDATE: 1+ CAN LIST TYPICAL AND IDEAL INSTRUCTIONAL MATERIALS, THEIR USES, UTILITY, AND SOURCES+ 2+ CAN LIST FROM OBSERVATION THE PRESENCE, ABSENCE, AND USE OF INSTRUCTIONAL MATERIALS IN A CLASSROOM.	02645 15
		02645 16
		02645 17
		02645 18
*PREREQUISITE	KNOWS SIGNIFICANCE OF VARIETY AND CONCRETENESS IN INSTRUCTIONAL PRESENTATIONS.	02645 19
		02645 20
*SETTING	LARGE GROUP SCHOOL	02645 10
*EXPERIENCE	CANDIDATE: 1+ CAN REFLECT KNOWLEDGE OF INSTRUCTIONAL MATERIALS+ SOURCES, USES, NEEDS+ 2+ OBSERVES A CLASSROOM OPERATION LISTING THE PRESENCE AND USES OF INSTRUCTIONAL MATERIALS AND TEACHING AIDS.	02645 11
		02645 12
		02645 13
		02645 14
*MATERIALS	BLANK	02645 5
*LEVEL	ALL GRADES	02645 8
*GENERAL	ALL CANDIDATES	02645 7

*HOURS	1	02645	6
*EVALUATION	LISTING AND USES OF INSTRUCTIONAL AIDS FROM OBSERVATION	02645	21
	ACCOUNTS FOR 90% OF THOSE ACTUALLY USED.	02645	22
*FILE	FIELD MEDIA OBSERVATION	02645	9

*OBJECTIVES	TO BE ABLE TO WORK WITH CHILDREN WHO EXHIBIT NEGATIVE	02646	15
	BEHAVIOR, NOT TO LET THEM DISTURB THE REMAINDER OF THE	02646	16
	CLASS AND TO WORK TO GET THEM TO CHANGE TO POSITIVE	02646	17
	BEHAVIOR.	02646	18
*PREREQUISITE	≥MODULE 5H.	02646	19
*EXPERIENCE	OBSERVES A TEACHER WHO IN WORKING WITH CHILDREN	02646	11
	ESTABLISHES AND USES EFFECTIVE AND EFFICIENT ROUTINES AND	02646	12
	PROVIDES FOR THE COMFORT AND CONTROL OF THOSE EXHIBITING	02646	13
	NEGATIVE BEHAVIOR.	02646	14
*SETTING	INDEPENDENT SCHOOL	02646	10
*MATERIALS	BLANK	02646	5
*LEVEL	ALL GRADES	02646	8
*GENERAL	ALL CANDIDATES	02646	7
*HOURS	3/4	02646	6
*EVALUATION	CHILDREN WILL BE GAINFULLY OCCUPIED IN THEIR PRESCRIBED	02646	20
	LESSONS AND THOSE WHO EXHIBIT UNACCEPTABLE BEHAVIOR WILL	02646	21
	BE HANDLED IN A POSITIVE, BUT FIRM MANNER, USING	02646	22
	REINFORCEMENT OF POSITIVE TECHNIQUES, INTEREST, AND	02646	23
	PRaise.	02646	24
*FILE	FIELD MANAGEMENT OBSERVATION	02646	9

*OBJECTIVES	THE TRAINEE WILL DEMONSTRATE A KNOWLEDGE OF PROCEDURES	02647	17
	NEEDED TO DISPENSE, COLLECT AND RETURN MATERIALS BY	02647	18
	OBSERVING AN EXPERIENCED TEACHER AND LISTING THE	02647	19
	PROCEDURES USED SO THAT THEY ARE CONSISTANT WITH THE	02647	20
	LESSON OBSERVED BY THE EXPERIENCED TEACHER.	02647	21
*PREREQUISITE	KNOWLEDGE OF PUPILS' EXPECTED BEHAVIOR ≥DIFF AMONG PUPILS,	02647	22
	FOR A GIVEN GRADE LEVEL.	02647	23
*EXPERIENCE	THE TRAINEE WILL OBSERVE AN EXPERIENCED TEACHER'S	02647	11
	ESTABLISHED ROUTINES FOR DISPENSING, COLLECTING AND	02647	12
	RETURNING TEACHING MATERIALS REQUIRED OF A GIVEN LESSON.	02647	13
	THE TRAINEE WILL LIST THE PROCEDURES USED BY THE	02647	14
	EXPERIENCED TEACHER AND DISCUSS THE LESSON AND LISTED	02647	15
	PROCEDURES WITH THE INSTRUCTOR	02647	16
*SETTING	OTHER ≥SPECIFY: CLASSROOM SCHOOL	02647	10
*MATERIALS	BLANK	02647	5
*LEVEL	ALL GRADES	02647	8
*GENERAL	GENERALIST	02647	7
*HOURS	1	02647	6
*EVALUATION	THE LIST WILL BE JUDGED BY THE EXPERIENCED TEACHER OR	02647	24
	ACCEPTABLE IF IT IS CONSISTANT WITH THE LESSON TAUGHT.	02647	25
*FILE	SCHOOL ROUTINES OBSERVATION	02647	9

*OBJECTIVES	TRAINEE CAN DEFINE AND DESCRIBE VARIOUS ADMINISTRATIVE	02648	15
	ORGANIZATIONAL PATTERNS FOR ELEMENTARY SCHOOLS ≥E.G.	02648	16
	SELF CONTAINED, UNGRADED, TEAMED, DEPARTMENTALIZED, K-6,	02648	17
	K-8, ETC. TRAINEE CAN DESCRIBE THE OBVIOUS RELATIONSHIPS	02648	18
	BETWEEN ORGANIZATION AND INSTRUCTION AS IT AFFECTS	02648	19
	PLANNING.	02648	20
*PREREQUISITE	NONE	02648	21
*EXPERIENCE	THE TRAINEE WILL VISIT VARIOUS SCHOOL SETTINGS AND WRITE	02648	11
	DESCRIPTIVE STATEMENTS OF THE ORGANIZATIONAL SCHEMES.	02648	12
	EACH SCHEME SHALL THEN BE DISCUSSED IN TERMS OF STRENGTHS	02648	13

	AND WEAKNESSES.	02648	14
*SETTING	LARGE GROUP	02648	10
*MATERIALS	DESCRIPTIONS	02648	5
*LEVEL	ALL GRADES	02648	8
*GENERAL	ALL CANDIDATES	02648	7
*HOURS	4	02648	6
*EVALUATION	TRAINEE CORRECTLY RELATES DESCRIPTIONS OF ORGANIZATIONAL PATTERNS OF SCHOOLS TO THEIR DESCRIPTION AND CAN LIST THE STRENGTHS AND WEAKNESSES OF EACH SCHEME AS IT AFFECTS TEACHER PLANNING.	02648	22
		02648	23
		02648	24
		02648	25
*FILE	SCHOOL ORGANIZATION OBSERVATION	02648	9

*OBJECTIVES	EXPOSURE TO AND DESCRIPTION OF THE HANDLING OF SPONTANEOUS PUPIL REACTIONS AND SUBSEQUENT LEARNING POSSIBILITIES BY AN EXPERIENCED TEACHER WITHIN AN INSTRUCTIONAL LESSON.	02649	15
		02649	16
		02649	17
*PREREQUISITE	KNOWLEDGE OF LEARNING THEORY, PUPIL EXPERIENCES AND INTERESTS ≥ HUMAN LEARNING.	02649	18
		02649	19
*EXPERIENCE	TRAINEE OBSERVES AND TAKES NOTES ON A TEACHING SAMPLE THAT EXEMPLIFIES FLEXIBLE AND VARIABLE REQUIREMENTS AND MEETS SPONTANEOUS PUPIL REACTION WITH ATTENDANT LEARNING OPPORTUNITIES.	02649	11
		02649	12
		02649	13
		02649	14
*SETTING	LARGE GROUP FIELD	02649	10
*MATERIALS	BLANK	02649	5
*LEVEL	ALL GRADES	02649	8
*GENERAL	ALL CANDIDATES	02649	7
*HOURS	1/2	02649	6
*EVALUATION	OBSERVATIONAL NOTES DESCRIBE THE VARIABLE LEVELS OF ASSIGNMENT, ACTIVITY, AND EVALUATION. NOTES IN OBSERVATION ACCOUNT FOR 80% OF THE TEACHERS RESOLUTION OF SPONTANEOUS PUPIL RESPONSE.	02649	20
		02649	21
		02649	22
		02649	23
*FILE	SCHOOL OBSERVATION FLEXIBILITY	02649	9

*OBJECTIVES	ABILITY TO USE FLANDERS/AMIDON MODEL OF VERBAL INTERACTION ANALYSIS ON OWN AND OTHERS TEACHING	02650	13
		02650	14
*PREREQUISITE	BLANK	02650	15
*EXPERIENCE	CANDIDATE COMPLETES AMIDON TRAINING PROGRAM FOR VERBAL INTERACTION ANALYSIS	02650	11
		02650	12
*SETTING	LARGE GROUP SCHOOL	02650	10
*MATERIALS	TRAINING PROGRAM KITS	02650	5
*LEVEL	ALL GRADES	02650	8
*GENERAL	ALL CANDIDATES	02650	7
*HOURS	4	02650	6
*EVALUATION	CANDIDATE CAN DEMONSTRATE ABILITY TO CARRY OUT VERBAL INTERACTION ANALYSIS.	02650	16
		02650	17
*FILE	SCHOOL OBSERVATION INTERACTION	02650	9

*OBJECTIVES	THE TRAINEE WILL DEMONSTRATE AN ABILITY TO USE THE FOCUSED OBSERVATION TO RECORD TEACHER DECISIONS OBSERVED ON A VIDEO TEACHING TAPE BY RECORDING SUCH DECISIONS SO THAT THEY ARE JUDGED ACCEPTABLE BY INSTRUCTOR	02651	21
		02651	22
		02651	23
		02651	24
*PREREQUISITE	NONE	02651	25
*EXPERIENCE	THE TRAINEE WILL BE TRAINED TO EFFICIENTLY AND AFFECTIVELY USE THE (FOCUSED OBSERVATION) [2LS]-MSU+ GIVEN THE FOLLOWING STEPS. 1+ THE TRAINEE WILL BE INTRODUCED TO THE FOCUSED OBSERVATION FORM 2IE, FORMAT, METHOD OF RECORDING TEACHER DECISIONS+ BY A TRAINER 2+ THE TRAINEE WILL OBSERVE A ≥3+ MIN. VIDEO TEACHING TAPE RECORDING TEACHER DECISION 3+ THE TRAINEE PEERS, AND TRAINER WILL DISCUSS	02651	11
		02651	12
		02651	13
		02651	14
		02651	15
		02651	16
		02651	17

	THE DECISION RECORDED, PROVIDING FEEDBACK TO THE TRAINEE	02651	18
	REGARDING QUALITY OF OBSERVATIONS STEPS 2 + 3 WILL BE	02651	19
	REPEATED AS DEEMED NECESSARY BY THE INSTRUCTOR	02651	20
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHOOL	02651	10
*MATERIALS	BLANK	02651	5
*LEVEL	ALL GRADES	02651	8
*GENERAL	ALL CANDIDATES	02651	7
*HOURS	2	02651	6
*EVALUATION	THE TRAINEE WILL SUBMIT A COMPLETED FOCUSED OBSERVATION	02651	26
	TO INSTRUCTOR WHO WILL JUDGE THEM AS ACCEPTABLE.	02651	27
*FILE	TELEVISION OBSERVATION TRAINING	02651	9
*OBJECTIVES	GIVEN A VIDEO TAPED TEACHING SITUATION THE TRAINEE WILL	02652	19
	RECORD TEACHER DECISION AND WRITE A RATIONALE FOR THE	02652	20
	DECISION RECORDED SO THAT IT IS CONSISTANT WITH DECISION,	02652	21
	PUPIL BEHAVIOR, AND PEER DISCUSSION OR JUDGED BY PEERS.	02652	22
*PREREQUISITE	ABILITY TO USE FOCUSED OBSERVATION FORM 21ST-MSU+.	02652	23
*EXPERIENCE	THE TRAINEE WILL OBSERVE TEACHING BEHAVIOR VIA VIDEO TAPE	02652	11
	TAPE AND RECORD TEACHER MADE DECISIONS USING THE (FOCUSED	02652	12
	OBSERVATION) FORM 21ST-MSU+. TRAINEE WITH TWO PEERS WILL	02652	13
	DISCURE THE RESULTING PUPIL BEHAVIOR AND RATIONALE FOR THE	02652	14
	DECISION. FOLLOWING THE DISCUSSION THE TRAINEE WILL WRITE	02652	15
	A RATIONALE FOR EACH DECISION RECORDED, CONSISTANT WITH+	02652	16
	THE DECISION RECORDED, RESULTING PUPIL BEHAVIOR, AND PEER	02652	17
	GROUP DISCUSSION.	02652	18
*SETTING	SMALL GROUP 21-12 STUDENTS+ BLANK	02652	10
*MATERIALS	VIDEO RECORDING OF TEACHING SAMPLES AND OBSERVATION	02652	5
	INSTRUMENTS.	02652	
*LEVEL	ALL GRADES	02652	8
*GENERAL	ALL CANDIDATES	02652	7
*HOURS	1 HR	02652	6
*EVALUATION	THE WRITTEN RATIONALE WILL BE JUDGED BY PEER AS BEING	02652	24
	CONSISTANT WITH DECISION RECORDED, RESULTING PUPIL	02652	25
	BEHAVIOR, AND PEER DISCUSSION FOR ACCEPTANCE.	02652	26
*FILE	SCHOOL OBSERVATION PUPIL BEHAVIOR	02652	9
*OBJECTIVES	TO EQUIP STUDENTS WITH EFFECTIVE STRATEGIES FOR DEALING	02653	19
	WITH DISCIPLINE PROBLEMS UNIQUE TO INNER CITY CLASSROOMS	02653	20
*PREREQUISITE	COURSE IN HUMAN LEARNING	02653	21
*EXPERIENCE	2A+ VIEWING VIDEO-TAPES OF ACTUAL DISCIPLINE PROBLEM	02653	11
	SITUATIONS IN INNER CITY CLASSROOMS AND SUGGESTING WAYS TO	02653	12
	SOLVE THEM 2B+ IDENTIFYING DISCIPLINE PROBLEMS IN ACTUAL	02653	13
	INNER-CITY CLASSROOM SITUATIONS AND NOTING HOW THEY WERE	02653	14
	SOLVED. SUGGESTING ALTERNATE AND MORE EFFECTIVE WAYS TO	02653	15
	SOLVE THE PROBLEMS OBSERVED. NOTING POSSIBLE CONSEQUENCES	02653	16
	OF TEACHER BEHAVIOR ON STUDENTS PERFORMANCES AND	02653	17
	ADJUSTMENT.	02653	18
*SETTING	BLANK BLANK	02653	10
*MATERIALS	BLANK	02653	5
*LEVEL	GRADES 5-8	02653	8
*GENERAL	ALL CANDIDATES	02653	7
*HOURS	3	02653	6
*EVALUATION	COMPARE STUDENTS CONCEPTIONS AS TO HOW PROBLEMS SHOULD BE	02653	22
	SOLVED WITH EFFECTIVE WAYS THAT HAVE BEEN USED TO SOLVE	02653	23
	SIMILAR OR IDENTICAL PROBLEMS.	02653	24
*FILE	OBSERVATION SCHOOL DISCIPLINE INNER CITY	02653	9

*OBJECTIVES	TO MAKE STUDENT TEACHERS AWARE OF THE HYPERACTIVITY AND	02654 17
	SHORT ATTENTION SPANS OF MANY INNER CITY CHILDREN.	02654 18
*PREREQUISITE	BLANK	02654 19
*EXPERIENCE	OBSERVE CLASSROOM ACTIVITY AND MOVEMENTS OF INDIVIDUAL CHILDREN+ COMPARE INNER-CITY CHILDREN WITH CLASSROOMS FROM OUTER CITY AREAS+ OBSERVE A TEACHER CONDUCTING A READING GROUP-NOTICE THE DIFFERENCE IN ATTENTION SPAN LENGTHS BETWEEN CHILDREN FROM THE INNER CITY AND CHILDREN FROM ANOTHER AREA.	02654 11 02654 12 02654 13 02654 14 02654 15 02654 16
*SETTING	BLANK SCHOOL	02654 10
*MATERIALS	BLANK	02654 5
*LEVEL	PRE-SCH.-K GRADES 1-4	02654 11
*GENERAL	ALL CANDIDATES	02654 7
*HOURS	BLANK	02654 6
*EVALUATION	BE ABLE TO LIST 10 DIFFERENCES BETWEEN INNER CITY CHILDREN + ANOTHER AREA.	02654 20 02654 21
*FILE	FIELD OBSERVATION ATTENTION	02654 9
*OBJECTIVES	ASCERTAINS NEEDS OF INNER-CITY CHILDREN THROUGH DIRECT FIRST-HAND EXPERIENCE	02655 17 02655 18
*PREREQUISITE	BLANK	02655
*EXPERIENCE	VISITS DAY CARE CENTERS, SETTLEMENT HOUSES, SCHOOL PLAY GROUNDS, OUT-PATIENT WARDS OF CHILDREN'S HOSPITALS, BLOCK CLUB MEETINGS, WITH A VIEW TOWARD BECOMING SENSITIVE TO THE PHYSIOLOGICAL AND PSYCHOLOGICAL NEEDS OF INNER CITY CHILDREN. STUDENTS COMPARE THEIR PRECEPTIONS WITH THOSE OF THEIR CLASSMATES.	02655 11 02655 12 02655 13 02655 14 02655 15 02655 16
*SETTING	SMALL GROUP ≥1-12 STUDENTS, COMMUNITY	02655 10
*MATERIALS	BLANK	02655 5
*LEVEL	ALL GRADES	02655 8
*GENERAL	ALL CANDIDATES	02655 7
*HOURS	10	02655 6
*EVALUATION	STUDENTS, WORKING UNDER DIRECTION OF AN EXPERIENCED INNER-CITY TEACHER, WILL COMPARE AND CONTRAST THEIR PRECEPTIONS OF NEEDS OF CHILDREN.	02655 19 02655 20 02655 21
*FILE	FIELD COMMUNITY OBSERVATION	02655 9
*OBJECTIVES	TO SENSITIZE STUDENTS TO SOURCES OF COMMUNITY POWER	02656 18
*PREREQUISITE	KNOWLEDGE OF INQUIRY METHODS OF SOCIAL SCIENCE	02656 19
*EXPERIENCE	OBSERVE A NEIGHBORHOOD IN WHICH AN INNOVATIVE OR [STARTLING] CHANGE HAS BEEN PETITIONED FOR OR ACTUALLY INITIATED. ATTEMPT TO LEARN ABOUT THE CHANGE AGENTS LEARN ABOUT ≥1+ THE ORIGINAL PROBLEM ≥2+ THE PEOPLE WHO QWEM SPEAKSMEN, AND, IF POSSIBLE-THE PEOPLE SUPPORTING THEM ≥3+ THE PROCESSES AND STEPS AND ≥IF-POSSIBLE STAGES+ BETWEEN THE PROBLEM AND ITS SOLUTION ≥OR PRESENT STATUS+ INDEPENDENT BLANK	02656 11 02656 12 02656 13 02656 14 02656 15 02656 16 02656 17 02656 10
*SETTING	BLANK	02656 5
*MATERIALS	BLANK	02656 8
*LEVEL	ALL GRADES	02656 7
*GENERAL	ALL CANDIDATES	02656 6
*HOURS	5 HOURS	02656 6
*EVALUATION	COMPARISON WITH EXPERT ANALYSIS OF THE SETTING EVIDENCE OF AWARENESS OF POLITICAL CHANGE	02656 20 02656 21
*FILE	FIELD COMMUNITY OBSERVATION	02656 9
*OBJECTIVES	TO HELP THE TEACHER TO BETTER UNDERSTAND THE BACKGROUND FROM WHICH THEIR PUPILS COME + THE LACK OF DIGNITY AND SELF-WORTH ON THE PART OF PARENTS.	02657 17 02657 18 02657 19
*PREREQUISITE	BLANK	02657 20

*EXPERIENCE	VISIT A WELFARE AGENCY IN THE AREA AND OBSERVE THE PROCEDURES PEOPLE HAVE TO FOLLOW-THE RED TAPE, THE WAITING AND ALTERNATE THE ATTITUDES TOWARDS PEOPLE IN NEED. HOME VISITATIONS IN INNER CITY COMMUNITY- ACCOMPANIED BY NURSE, SCHOOL SOCIAL WORKER, FAMILY HELPER, ETC,	02657 11 02657 12 02657 13 02657 14 02657 15 02657 16
*SETTING	BLANK BLANK	02657 10
*MATERIALS	BLANK	02657 5
*LEVEL	BLANK	02657 8
*GENERAL	BLANK	02657 7
*HOURS	4	02657 6
*EVALUATION	BE ABLE TO LIST 10, PROBLEMS ENCOUNTER BY A PERSON TRYING TO GET AID FROM WELFARE AGENCY.	02657 21 02657 22
*FILE	FIELD COMMUNITY OBSERVATION	02657 9

*OBJECTIVES	EXPOSURE TO THE PUBLIC RELATIONS PROBLEMS OF MEETINGS OF BOARD OF EDUCATION.	02658 17 02658 18
*PREREQUISITE	NONE	02658 19
*EXPERIENCE	TRAINEE ATTENDS A PUBLIC BOARD MEETING OF A SCHOOL DISTRICT AND NOTES ITEMS PERSONALLY DEEMED SUFFICIENTLY SIGNIFICANT FOR NEWS REPORTING. ONE SUCH ITEM IS SELECTED, JUSTIFIED IN WRITING AS TO PUBLIC SIGNIFICANCE, AND A MOCK NEWS ITEM WRITTEN AND SUBMITTED WITH AN ACTUAL CLIPPING OF A NEWS REPORT OF THAT MEETING,	02658 11 02658 12 02658 13 02658 14 02658 15 02658 16
*SETTING	INDEPENDENT BLANK	02658 10
*MATERIALS	BLANK	02658 5
*LEVEL	ALL GRADES	02658 8
*GENERAL	ALL CANDIDATES	02658 7
*HOURS	3	02658 6
*EVALUATION	MOCK NEWS ITEM CONVEYS INFORMATION AS TO WHO, WHAT, WHY, WHERE, WHEN, AND HOW. JUSTIFICATION MEETS STANDARDS OF LOGIC OR IS VERIFIED BY ACTUAL NEWS MEDIA SELECTION REPRESENTED BY CONTENT OF INCLUDED CLIPPING.	02658 20 02658 21 02658 22 02658 23
*FILE	FIELD OBSERVATION SCHOOL BOARD PUBLIC RELATIONS	02658 9

*OBJECTIVES	THE TRAINEE WILL DEMONSTRATE HIS CONCEPTION OF A [RESPONSIVE LEARNING ENVIRONMENT] IN HIS CLASSROOM AND WRITE A RATIONALE FOR EACH OF ITS ELEMENTS, ITS STRENGTHS, AND ITS WEAKNESSES.	02659 19 02659 20 02659 21 02659 22
*PREREQUISITE	RELEVANT READINGS AND DISCUSSION OF THE [RESPONSIVE LEARNING ENVIRONMENT] CONCEPT.	02659 23 02659 24
*EXPERIENCE	AS THEY OBSERVE IN A NUMBER OF DIFFERENT CLASSROOMS THE TRAINEES WILL MAKE A CUMULATIVE LISTING OF THE [RESPONSIVE] ELEMENTS SEEN IN EACH CLASSROOM. FROM THIS LIST AND ANY OTHER SOURCES HE WILL PREPARE AN ATTAINABLE, THOUGH SOMEWHAT IDEALIZED, DESCRIPTION OF A [RESPONSIVE LEARNING ENVIRONMENT] HE WILL THEN MAKE PREPARATIONS TO DEVELOP THIS ENVIRONMENT TO THE GREATEST EXTENT POSSIBLE IN HIS OWN CLASSROOM.	02659 11 02659 12 02659 13 02659 14 02659 15 02659 16 02659 17 02659 18
*SETTING	INDEPENDENT SCHOOL	02659 10
*MATERIALS	BLANK	02659 5
*LEVEL	ALL GRADES	02659 8
*GENERAL	ALL CANDIDATES	02659 7
*HOURS	8-10	02659 6
*EVALUATION	ENUMERATE THE [RESPONSIVE] ELEMENTS OBSERVED IN THE PUPILS CLASSROOM THAT WERE SPECIFICALLY ALLUDED TO IN THE TRAINEES DESCRIPTION OF AN IDEALIZED MODEL OF A [RESPONSIVE LEARNING ENVIRONMENT.]	02659 25 02659 26 02659 27 02659 28
*FILE	PRACTICUM FIELD PLANNING MANAGEMENT	02659 9

*OBJECTIVES	THE TRAINEE WILL BE ABLE TO LIST PREVIOUSLY IDENTIFIED STRATEGIES BY EXPERIENCED TEACHERS+ FOR MAINTAINING ORDER AND ATTENTION OF A CLASSROOM WITH 90% ACCURACY.	02660 14 02660 15 02660 16
*PREREQUISITE	INTRODUCTION TO TEACHING STRATEGIES.	02660 17
*EXPERIENCE	THE TRAINEE WILL OBSERVE AN EXPERIENCED TEACHERS+ VIA VIDEO TAPE, FOCUSING ON PREVIOUSLY IDENTIFIED STRATEGIES MAINTAINING ORDER AND ATTENTION OF A CLASS OF PUPILS.	02660 11 02660 12 02660 13
*SETTING	BLANK BLANK	02660 10
*MATERIALS	VIDEO TAPE OF TEACHER USING STRATEGIES FOR MAINTAINING ORDER AND ATTENTION OF A CLASS	02660 5 02660
*LEVEL	ALL GRADES	02660 8
*GENERAL	BLANK	02660 7
*HOURS	1 HR	02660 6
*EVALUATION	THE TRAINEE MUST LIST WITH 90% ACCURACY STRATEGIES USED BY THE EXPERIENCED TEACHER FOR MAINTAINING ORDER AND ATTENTION OF A CLASS.	02660 18 02660 19 02660 20
*FILE	FIELD/PRACTICUM SCHOOL MANAGEMENT DISCIPLINE	02660 9

*OBJECTIVES	THE TRAINEE WILL DEMONSTRATE AN ABILITY TO APPLY PROCEDURE FOR DISPENSING, COLLECTING, USING, AND RETURNING MATERIALS BY TEACHING SUCH A LESSON SO THAT THE PROCEDURES ARE CARRIED OUT SAFELY AND EFFICIENTLY BY PUPILS AS JUDGED BY AN EXPERIENCED TEACHER.	02661 14 02661 15 02661 16 02661 17 02661 18
*PREREQUISITE	KNOWLEDGE OF PROCEDURES FOR COLLECTING, USING, DISPENSING + RETURNING TEACHING MATERIALS SAFELY AND EFFICIENTLY.	02661 19 02661 20
*EXPERIENCE	THE TRAINEE WILL PREPARE AND TEACH A LESSON TO A CLASS OF PUPILS WHICH REQUIRE PUPILS TO DISPENSE, USE, COLLECT, AND RETURN TEACHING MATERIALS SAFELY AND EFFICIENTLY.	02661 11 02661 12 02661 13
*SETTING	OTHER +SPECIFY+ SCHOOL SETTING BLANK	02661 10
*MATERIALS	BLANK	02661 5
*LEVEL	ALL GRADES	02661 8
*GENERAL	GENERALIST	02661 7
*HOURS	3/4	02661 6
*EVALUATION	PROCEDURES WILL BE CARRIED OUT BY PUPILS SAFELY AND EFFICIENTLY BY AN EXPERIENCED TEACHER.	02661 21 02661 22
*FILE	PRACTICUM SCHOOL MATERIALS	02661 9

*OBJECTIVES	THE TRAINEE WILL DEMONSTRATE AN UNDERSTANDING OF PRINCIPLES THAT GUIDE TEACHERS THROUGH PARENT-TEACHER CONFERENCE BY WRITING A RATIONALE THAT IS CONSISTANT WITH IDENTIFIED PRINCIPLES AND RELEVANT DISCUSSION OF PARENT TEACHER CONFERENCES.	02662 19 02662 20 02662 21 02662 22 02662 23
*PREREQUISITE	KNOWLEDGE OF PUPIL CHARACTERISTICS +HUMAN LEARNING+	02662 24
*EXPERIENCE	THE TRAINEE OBSERVES AN EXPERIENCED TEACHER CONFERRING WITH PARENTS OF SLOW, AVERAGE, AND RAPID PUPILS. FOLLOWING THE CONFERENCE THE TRAINEE WITH PEERS AND EXPERIENCED TEACHER DISCUSS, +1+ TEACHER RECOMMENDATIONS AND RATIONALE FOR THE SAME, +2+ SPECIFIC TECHNIQUE OF REPORTING AS GUIDED BY UNIQUE CHARACTERISTICS OF PUPIL AND PARENT, WITH A FOCUS ON IDENTIFYING PRINCIPLES WHICH GUIDE TEACHERS THROUGH PARENT TEACHER CONFERENCES.	02662 11 02662 12 02662 13 02662 14 02662 15 02662 16 02662 17 02662 18
*SETTING	SMALL GROUP +1-12 STUDENTS+ BLANK	02662 10
*MATERIALS	BLANK	02662 5
*LEVEL	ALL GRADES	02662 8
*GENERAL	ALL CANDIDATES	02662 7
*HOURS	4	02662 6
*EVALUATION	THE WRITTEN RATIONALE WILL BE JUDGED BY THE EXPERIENCED	02662 25

	TEACHER AS BEING CONSISTANT WITH IDENTIFIED PRINCIPLES AND	02662 26
	RELEVANT DISCUSSION OF PARENT TEACHER CONFERENCE BY PEERS,	02662 27
	CANDIDATE AND EXRRIENCED TEACHER,	02662 28
*FILE	PRACTICUM FIELD SCHOOL PARENTS/REPORTING	02662 9

*OBJECTIVES	THE TRAINEE WILL DEMONSTRATE AN ABILITY TO SET AND	02663 17
	MAINTAIN STANDARDS FOR A PUPIL ASSIGNMENT BY TEACHING A	02663 18
	LESSON CONSISTANT WITH ESTABLISHED CRITECICE SO THAT LESS	02663 19
	THAT 4 PUPILS ASK ABOUT, OR ARE REMINDED OF A STANDARD.	02663 20
*PREREQUISITE	KNOWLEDGE OF CRITERIA FOR SETTING + MAINTAINING STANDARDS	02663 21
	FOR A PUPIL ASSIGNMENT + TO HAVE PLANNED A LESSON USING	02663 22
	THE CRITERIA.	02663 23
*EXPERIENCE	THE TRAINEE WILL TEACH A PREVIOUSLY PLANNED LESSON TO A	02663 11
	CLASS OF PUPILS NUMBERING NO LESS THAN 20. THE PREPARED	02663 12
	LESSON PLAN WILL PROVIDE GUIDELINES FOR THE TRAINEE BY	02663 13
	INCLUDING STANDARDS FOR COMPLETION, FORM AND CONTENT,	02663 14
	NEATNESS, REQUESTING ASSISTANCE, AND USE OF TIME UPON	02663 15
	CONCLUSION OF THE PUPIL ASSIGNMENT.	02663 16
*SETTING	BLANK BLANK	02663 10
*MATERIALS	BLANK	02663 5
*LEVEL	ALL GRADES	02663 8
*GENERAL	ALL CANDIDATES	02663 7
*HOURS	1/3	02663 6
*EVALUATION	FOLLOWING INITIAL DIRECTIONS, AND DURING THE LESSON LESS	02663 24
	THAN 4 PUPILS ASK ABOUT, OR ARE REMINDED OF A STANDARD.	02663 25
*FILE	PRACTICUM SCHOOL TEACHING MANAGEMENT	02663 9

*OBJECTIVES	GIVEN A CLASSROOM CONTAINING THE DEVIANT PUPIL ≥PUPILS WHO	02664 17
	EXHIBIT NEG. BEHAVIOR, THE TRAINEE WILL DEMINSTRATE AN	02664 18
	ABILITY TO CONTROL THE DEVIANT PUPILS BEHAVIOR BY USING	02664 19
	EFFECTIVE + EFFICIENT STRATEGIES SO THAT THE DEVIANT PUPIL	02664 20
	DOES NOT DISTURB THE REST OF THE CLASS.	02664 21
*PREREQUISITE	KNOWLEDGE OF STRATEGIES FOR CONTROLLING THE DEVIANT PUPIL.	02664 22
*EXPERIENCE	THE TRAINEE PARTICIPATES IN A CLASS SITUATION IN WHICH	02664 11
	THERE IS A DEVIANT PUPIL ≥PUPIL WHO EXHIBITS NEGATIVE	02664 12
	BEHAVIOR, THE TRAINEE APPLIES PREVIOUSLY LEARNED	02664 13
	KNOWLEDGE AND POSITIVE STRATEGIES FOR CONTROLLING THE	02664 14
	DEVIANT PUPIL SO THAT THE PUPIL DOES NOT DISTURB THE REST	02664 15
	OF THE CLASS.	02664 16
*SETTING	OTHER ≥SPECIFY+ CLASSROOM BLANK	02664 10
*MATERIALS	BLANK	02664 5
*LEVEL	ALL GRADES	02664 8
*GENERAL	ALL CANDIDATES	02664 7
*HOURS	3/4 HR.	02664 6
*EVALUATION	FROM OBSERVATIONS OF THE TRAINEESS LESSON THE CLASS WILL	02664 23
	BE ATTENTIVE AND UNDISTURBED BY THE DEVIANT PUPIL.	02664 24
*FILE	SCHOOL/FIELD DISCIPLINE PRACTICUM	02664 9

*OBJECTIVES	ARRANGE AND MAINIAIN AN ATTRACTIVE CLASSROOM.	02665 13
*PREREQUISITE	KNOWLEDGE AND TASTE IN COLOR COMBINATIONS, FORM, AND	02665 14
	DESIGN.	02665 15
*EXPERIENCE	OBSERVES THE VALUES OF ARRANGING AND MAINTAINING AN	02665 11
	ATTRACTIVE CLASSROOM, THROUGH COLORFUL DISPLAYS.	02665 12
*SETTING	LARGE GROUP SCHOOL	02665 10
*MATERIALS	BLANK	02665 5
*LEVEL	ALL GRADES	02665 8
*GENERAL	ALL CANDIDATES	02665 7
*HOURS	3	02665 6

*EVALUATION	OBSERVE CHILDREN'S REACTIONS AND COMMENTS.	02665 16
*FILE	FIELD SCHOOL DISPLAYS PRACTICUM	02665 9

*OBJECTIVES	THE TRAINEE WILL CRITICALLY ANALYZE HIS OWN TEACHING BEHAVIOR BY USING THE FOCUSED OBSERVATION TECHNIQUE ON A VIDEO TEACHING TAPE OF SELF AND DISCUSSING THE OBSERVATION WITH AN INSTRUCTOR SO THAT THE TRAINEE RECOGNIZES THE NEED FOR CONSISTANCY BETWEEN DECISION, RATIONAL FOR DECISION AND RESULTING PUPIL BEHAVIOR AS AGREED UPON BY TRAINEE + PROFESSOR.	02666 24 02666 25 02666 26 02666 27 02666 28 02666 29 02666 30
*PREREQUISITE	ABILITY TO USE FOCUSED OBSERVATION. PREPARATION OF LESSONS FOR TEACHING.	02666 31 02666 32
*EXPERIENCE	THE TRAINEE WILL PARTICIPATE BY TEACHING AND VIDEO TAPING ANY PREVIOUSLY PREPARED LESSON TO A CLASSROOM OF PUPILS. THE VIDEO TEACHING TAPE WILL BE ANALYZED BY THE TRAINEE, USING THE FOCUSED OBSERVATION TECHNIQUE, AND THE INSTRUCTOR. DURING AND FOLLOWING VIDEO TAPE VIEWING AND ANALYSES THE INSTRUCTOR AND TRAINEE WILL DISCUSS THE TRAINEE'S CONSISTANCY IN MAKING DECISIONS, HIS RATIONALE AND RESULTING PUPIL BEHAVIOR. THE INTENT OF THE DISCUSSION IS TO REVEAL TO THE TRAINEE A NEED FOR CONSISTANCY BETWEEN TEACHING DECISION, RATIONALE AND RESULTING PUPIL BEHAVIOR SO THAT HE BETTER UNDERSTANDS HIS OWN TEACHING BEHAVIOR. THIS EXPERIENCE SHOULD BE REPEATED OVER SEVERAL LESSONS.	02666 11 02666 12 02666 13 02666 14 02666 15 02666 16 02666 17 02666 18 02666 19 02666 20 02666 21 02666 22 02666 23
*SETTING	BLANK	02666 10
*MATERIALS	BLANK	02666 5
*LEVEL	ALL GRADES	02666 8
*GENERAL	ALL CANDIDATES	02666 7
*HOURS	3 HR	02666 6
*EVALUATION	AGREEMENT BETWEEN PROFESSOR AND TRAINEE THAT THE TRAINEE RECOGNIZES A NEED FOR CONSISTANCY BETWEEN DECISION, RATIONAL FOR THE DECISION AND RESULTING PUPIL BEHAVIOR.	02666 33 02666 34 02666 35
*FILE	FIELD/SCHOOL ANALYSIS VIDEO-TAPE PRACTICUM	02666 9

*OBJECTIVES	TRAINEE CAN IDENTIFY, DESCRIBE, AND UTILIZE THE PROFESSIONAL ROLES AND FUNCTIONS OF VARIOUS SUPPORT PERSONNEL IN AN ELEMENTARY SCHOOL SETTING, E.G. NURSE, SPEECH THERAPIST, DIAGNOSTICIAN, PSYCHOLOGIST, ETC.	02667 1/ 02667 18 02667 19 02667 20
*PREREQUISITE	KNOWLEDGE OF AVAILABILITY OF PROFESSIONAL SUPPORT PERSONNEL IN EDUCATION.	02667 21 02667 22
*EXPERIENCE	TRAINEE STUDIES THE DESCRIPTIONS, FUNCTIONS, AND PROCEDURES OF SUPPORT PERSONNEL: NURSE, COUNSELOR, SPEECH THERAPIST, HOME TEACHER, DIAGNOSTICIAN, PSYCHOLOGIST, SOCIAL WORKER, ETC., IN AN ELEMENTARY EDUCATIONAL SETTING. CANDIDATE ASSIGNS SAMPLE CASE SITUATIONS TO SUPPORT PERSONNEL.	02667 11 02667 12 02667 13 02667 14 02667 15 02667 16
*SETTING	INDEPENDENT	02667 10
*MATERIALS	FILE OF JOB DESCRIPTIONS, FUNCTIONS, AND PROCEDURES OF SUPPORT PERSONNEL IN AN ELEMENTARY SCHOOL SETTING	02667 5 02667
*LEVEL	ALL GRADES	02667 8
*GENERAL	ALL CANDIDATES	02667 7
*HOURS	2	02667 6
*EVALUATION	TRAINEE CAN DEFINE AND DESCRIBE THE ROLES, FUNCTIONS, AND PROCEDURES OF SUPPORT PERSONNEL. TRAINEE ASSIGNS, AND CAN JUSTIFY ASSIGNMENT OF, SAMPLE CASE SITUATIONS TO SUPPORT PERSONNEL.	02667 23 02667 24 02667 25 02667 26
*FILE	FIELD SCHOOL PRACTICUM SPECIALIST	02667 9

*OBJECTIVES	TO USE, AND JUSTIFY THE USE OF, A VARIETY OF INSTRUCTIONAL MATERIALS AND TEACHING AIDS.	02668 14
		02668 15
*PREREQUISITE	KNOWLEDGE OF NATURE, USE UTILITY, AND SOURCES OF INSTRUCTIONAL MATERIALS AND TEACHING AIDS.	02668 16
		02668 17
*EXPERIENCE	CANDIDATE TEACHES A LESSON UTILIZING A VARIETY OF INSTRUCTIONAL MATERIALS AND AIDS, AND DESCRIBES THEIR EXTENT AND UTILITY.	02668 11
		02668 12
		02668 13
*SETTING	INDEPENDENT SCHOOL	02668 10
*MATERIALS	BLANK	02668 5
*LEVEL	ALL GRADES	02668 8
*GENERAL	ALL CANDIDATES	02668 7
*HOURS	1/3	02668 6
*EVALUATION	DEMONSTRATES USE OF AND FAMILIARITY WITH AVAILABLE INSTRUCTIONAL MATERIALS MEETING CRITERIA OF VARIETY AND APPLICABILITY WRITTEN RESTRICTIONS OF AVAILABILITY.	02668 18
		02668 19
		02668 20
*FILE	SCHOOL FIELD TEACHING PRACTICUM MEDIA	02668 9

*OBJECTIVES	FAMILIARIZE TRAINEE WITH TYPICAL DATA INCLUDED, TERMINOLOGY, SIGNIFICANCE OF DATA, AND USE OF CUMULATIVE RECORDS OF ELEMENTARY PUPILS. PROVIDE PRACTICE IN DATA INTERPRETATION AND CLASSIFICATION.	02669 18
		02669 19
		02669 20
		02669 21
*PREREQUISITE	KNOWLEDGE OF ELEMENTARY DATA COLLECTION PROCEDURES AND TERMINOLOGY RELATED TO ELEMENTARY EDUCATION. 2HOMAN LEARNING+	02669 22
		02669 23
		02669 24
*EXPERIENCE	TRAINEE GAINS KNOWLEDGE 2HEARS, READS, ETC.+ OF CUMULATIVE STUDENT RECORDS-DATA INCLUDED, FORMAT, SIGNIFICANCE, USE. TRAINEE READS SAMPLE PUPIL CUMULATIVE RECORDS AND IDENTIFIES FEATURES OR RECORDS THAT REVEAL PARTICULAR CATEGORIZATIONS OF PROBLEMS OR PROSPECTS 2PHYSIOLOGICAL, PSYCHOLOGICAL, INTELLECTUAL, EXPERIENTIAL+ AND/OR PATTERNS OF BEHAVIOR.	02669 11
		02669 12
		02669 13
		02669 14
		02669 15
		02669 16
		02669 17
*SETTING	INDEPENDENT BLANK	02669 10
*MATERIALS	SETS OF SAMPLE CUM. RECORDS DELIBERATELY DESIGNED TO MEET SET CLASSIFICATIONS.	02669 5
		02669
*LEVEL	ALL GRADES	02669 8
*GENERAL	ALL CANDIDATES	02669 7
*HOURS	3	02669 6
*EVALUATION	TRAINEE IS ABLE TO CITE FEATURES OF, SIGNIFICANCE, AND USE OF CUMULATIVE RECORD DATA. TRAINEE CAN CATEGORIZE WITHIN PREDETERMINED CLASSES, AND JUSTIFY SUCH CATEGORIZATION, OF SAMPLE CUMULATIVE RECORDS WITH 80% ACCURACY.	02669 25
		02669 26
		02669 27
		02669 28
*FILE	SCHOOL PRACTICUM RECORDS	02669 9

*OBJECTIVES	PROVIDE EXPERIENCE IN APPLYING, IN A PROGRAM OF ACTION, THE RESULTS OF DATA INTERPRETATION AND CLASSIFICATION FROM STUDENT CUMULATIVE RECORDS.	02670 14
		02670 15
		02670 16
*PREREQUISITE	PRACTICE IN DATA INTERPRETATION AND CLASSIFICATION BASED ON STUDENT CUMULATIVE RECORDS MODULE 2668	02670 17
		02670 18
*EXPERIENCE	CANDIDATE PREPARES AN ADVISORY REPORT OF INSTRUCTIONAL OR REMEDIAL RECOMMENDATIONS FOR AN ELEMENTARY PUPIL ON THE BASIS OF EVALUATION OF DATA IN A SAMPLE CUMULATIVE RECORD.	02670 11
		02670 12
		02670 13
*SETTING	SMALL GROUP 21-12 STUDENTS+ BLANK	02670 10
*MATERIALS	BLANK	02670 5
*LEVEL	ALL GRADES	02670 8
*GENERAL	ALL CANDIDATES	02670 7
*HOURS	2	02670 6
*EVALUATION	RECOMMENDATIONS MEET THE APPROVAL OF A PANEL OF THREE FELLOW STUDENTS. EVALUATION BASED ON DEMONSTRATABLE	02670 19
		02670 20
*RELATIONSHIP	BETWEEN DATA AND RECOMMENDATIONS.	02670 21
*FILE	FIELD SCHOOL REPORTING PRACTICUM DIAGNOSIS	02670 9

*OBJECTIVES	TO ALERT TRAINEES TO UNPLANNED TEACHER-LEARNING SEQUENCES IN VALUE JUDGEMENTS	02671 19
*PREREQUISITE	NONE	02671 20
*EXPERIENCE	WATCH VIDEO TAPE REPRODUCTIONS OF FREE EXCHANGE IN A CLASSROOM WITH OPPORTUNITIES OF AN OPEN-ENDED NATURE INVOLVING VALUES. FIND THE VALUE BASIC TO THE DISCUSSION ORGANIZE A TEACHING EPISODE IN WHICH: 2A+ 2A+ DISCUSSION ABOUT THE VALUE WOULD BE ENCOURAGED 2B+ APPLICATION OF THE VALUE TO THE IMMEDIATE STUDENT GROUP COULD BE MADE 2C+ COMPARISON OF OTHER SETTINGS IN WHICH THE VALUE IS OPERATIVE	02671 11 02671 12 02671 13 02671 14 02671 15 02671 16 02671 17 02671 18
*SETTING	SMALL GROUP 21-12 STUDENTS+ BLANK	02671 10
*MATERIALS	BLANK	02671 5
*LEVEL	BLANK	02671 8
*GENERAL	ALL CANDIDATES	02671 7
*HOURS	3 OR 4	02671 6
*EVALUATION	INSTRUCTOR AND PEER OPINION	02671 22
*FILE	SCHOOL PRACTICUM VALUES TEACHING	02671 9

*OBJECTIVES	TO BE ABLE TO GIVE CONCISE, UNDERSTANDABLE DIRECTIONS FOR WORK TO BE COMPLETED AND TO SET AND MAINTAIN HIGH STANDARDS FOR WORK.	02672 18 02672 19 02672 20
*PREREQUISITE	KNOWLEDGE ABOUT PLANNING AND CARRYING OUT LESSONS, GIVING DIRECTIONS, SETTING AND MAINTAINING STANDARDS FOR WORK.	02672 21 02672 22
*EXPERIENCE	OBSERVES VIDEO-TAPE RECORDING OF CLASSROOM TEACHER GIVING DIRECTIONS FOR AN ASSIGNMENT, SETTING THE STANDARDS FOR COMPLETION, FORM AND CONTENT, NEATNESS, REQUESTING ASSISTANCE AND USE OF FREE TIME UPON CONCLUSION OF ASSIGNMENT--PREPARES A LESSON CONTAINING THE ELEMENTS DESCRIBED ABOVE FOR PRESENTATIONS TO PEER GROUPS OR TO CHILDREN IN A SCHOOL SETTING.	02672 11 02672 12 02672 13 02672 14 02672 15 02672 16 02672 17
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHOOL	02672 10
*MATERIALS	BLANK	02672 5
*LEVEL	ALL GRADES	02672 8
*GENERAL	ALL CANDIDATES	02672 7
*HOURS	1	02672 6
*EVALUATION	STUDENT IS ABLE TO DEMONSTRATE HIS ABILITY TO PLANS AND CARRY OUT MOST ELEMENTS INVOLVED IN A TYPICAL LESSON, BY GIVING CONCISE DIRECTIONS FOR THE WORK TO BE COMPLETED AND SETTING AND MAINTAINING STANDARDS.	02672 23 02672 24 02672 25 02672 26
*FILE	PRACTICUM SCHOOL FIELD MANAGEMENT	02672 9

*OBJECTIVES	TO DEMONSTRATE ABILITY TO GIVE DIRECTIONS TO CHILDREN IN THE DISPENSING USE AND COLLECTION OF MATERIALS AND TO PROVIDE FOR THEIR CLEANUP AND DISPOSAL AS REQUIRED.	02673 17 02673 18 02673 19
*PREREQUISITE	ABILITY TO LIST THE PROCEDURES NEEDED TO CARRY OUT THE DISPENSING, COLLECTING AND RETURNING OF MATERIALS	02673 20 02673 21
*EXPERIENCE	TRAINEE OBSERVES TEACHERS+ ESTABLISHING ROUTINES FOR CHILDREN TO DISPENSE, USE AND COLLECT MATERIALS AND TO HAVE THEM PROVIDE FOR CLEANUP AND/OR DISPOSED. DEMONSTRATES THE PROPER, SAFE AND EFFICIENT USE OF MATERIALS INCLUDING COLLECTION, CLEANUP AND RETURN TO DESIGNATED AREA.	02673 11 02673 12 02673 13 02673 14 02673 15 02673 16
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHOOL	02673 10
*MATERIALS	BLANK	02673 5
*LEVEL	ALL GRADES	02673 8

*GENERAL	ALL CANDIDATES	02673	7
*HOURS	1/2 TO 3/4	02673	6
*EVALUATION	UNDER THE DIRECTION OF THE TEACHER CANDIDATE, CHILDREN ARE ABLE TO EFFICIENTLY AND SAFELY USE MATERIALS AND RETURN THEM IN GOOD ORDER & CLEANED AND ARRANGED TO THEIR ORIGINAL LOCATION.	02673	22
		02673	23
		02673	24
		02673	25
*FILE	PRACTICUM FIELD MATERIALS MANAGEMENT	02673	9

*OBJECTIVES	THE STUDENT WILL CONSTRUCT A FOUR-RESPONSE MULTIPLE-CHOICE INSTRUMENT OF 30 OR MORE ITEMS DESIGNED TO MEASURE PUPILS' ABILITY TO INTERPRET DATA PRESENTED IN GRAPHS + TABLES. 80% OF ITEMS TO BE ACCEPTABLE TO A TEAM OF 3 STUDENTS JUDGING THEM ON THE BASIS OF THE SAME CRITERIA USED IN CONSTRUCTING THEM.	02674	19
		02674	20
		02674	21
		02674	22
		02674	23
		02674	24
*PREREQUISITE	COURSE IN TESTS AND MEASUREMENT OR INDEPENDENT STUDY OF A TEXT IN THAT FIELD.	02674	25
		02674	26
*EXPERIENCE	SELECT DATA TO BE INTERPRETED FROM A SINGLE FIELD OF KNOWLEDGE >PREFERABLY A TOPIC TO BE ACTUALLY TAUGHT. PREPARE AT LEAST 30 ITEMS AND THEIR CORRESPONDING FOILS ACCORDING TO PRINCIPLES OF TEST CONSTRUCTION TAKEN FROM A STANDARD TEXT. SUBMIT THE ITEMS, ALONG WITH THE CRITERIA USED IN CONSTRUCTING THEM, TO BE JUDGED BY A PANEL OF 3 STUDENTS ON THE BASIS OF CONFORMITY TO THE CRITERIA PROVIDED.	02674	11
		02674	12
		02674	13
		02674	14
		02674	15
		02674	16
		02674	17
		02674	18
*SETTING	BLANK SCHOOL	02674	10
*MATERIALS	BLANK	02674	5
*LEVEL	GRADES 5-8	02674	8
*GENERAL	GENERALIST	02674	7
*HOURS	4	02674	6
*EVALUATION	APPLY MINIMUM STANDARD OF 80% ACCEPTANCE BY PANEL OF 3 STUDENTS.	02674	27
		02674	28
*FILE	SCHOOL TESTING PRACTICUM	02674	9

*OBJECTIVES	TO DEMONSTRATE ABILITY TO MAINTAIN EFFICIENT AND EFFECTIVE WAYS OF COMMUNICATING WITH AND CONTROLLING CHILDREN.	02675	15
		02675	16
*PREREQUISITE	NONE	02675	17
*EXPERIENCE	TEACHER CANDIDATE WILL OBSERVE CLASSROOM TEACHERS, USING VARIOUS TECHNIQUES FOR MAINTAINING ORDER, GAINING ATTENTION, AND CONTROLLING NOISE LEVEL AND WORK HABITS OF THE CLASS >READ OR SIMULATED.	02675	11
		02675	12
		02675	13
		02675	14
*SETTING	SMALL GROUP >1-12 STUDENTS, SCHOOL	02675	10
*MATERIALS	BLANK	02675	5
*LEVEL	ALL GRADES	02675	8
*GENERAL	ALL CANDIDATES	02675	7
*HOURS	1/2 TO 3/4	02675	6
*EVALUATION	STUDENT IS ABLE TO DEMONSTRATE THE USE OF VARIOUS SIGNALS AND TECHNIQUES TO CARRY OUT DAILY CLASSROOM FUNCTIONS EFFICIENTLY AND FREE FROM INTERRUPTIONS.	02675	18
		02675	19
		02675	20
*FILE	FIELD DISCIPLINE PRACTICUM	02675	9

*OBJECTIVES	THE STUDENT WILL DEMONSTRATE HIS ABILITY TO STATE DIRECTIONS CLEARLY BY PROVIDING NO LESS THAN FIVE ESSENTIAL ACTIONS THAT 4 OUT OF 5 PUPILS CAN INDEPENDENTLY FOLLOW IN LOCATING A DESIGNATED ITEMS.	02676	15
		02676	16
		02676	17
		02676	18
*PREREQUISITE	GENERAL EFFECTIVENESS IN ORAL COMMUNICATION.	02676	19
*EXPERIENCE	PLAN A DIRECTION-GIVING DEMONSTRATION AND PRACTICE IT. IN THE DEMONSTRATION PUPILS ARE PERMITTED TO ASK SEVERAL QUESTIONS AT THE TIME OF THE INITIAL DIRECTIONS, BUT LATER	02676	11
		02676	12
		02676	13

	QUESTIONS WILL NOT QUALIFY.	02676	14
*SETTING	SMALL GROUP 21-12 STUDENTS+ SCHVHOOL	02676	10
*MATERIALS	BLANK	02676	5
*LEVEL	ALL GRADES	02676	8
*GENERAL	ALL CANDIDATES	02676	7
*HOURS	2	02676	6
*EVALUATION	APPLY THE CRITERION OF 4 OUT OF 5 SUCCESSES AMONG PUPILS.	02676	20
*FILE	SCHOOL COMMUNICATING PRACTICUM	02676	9

*OBJECTIVES	THE STUDENT WILL DEMONSTRATE A PLANNED MOTIVATIONAL	02677	18
	TECHNIQUE THAT WILL INDUCE WITHOUT COERCION MORE THAN HALP	02677	19
	OF THE PUPILS IN A CLASS TO VOLUNTARILY PURSUE A	02677	20
	TRADITIONAL SCHOOL TOPIC IN THEIR FREE TIME AT HOME OR AT	02677	21
	SCHOOL.	02677	22
*PREREQUISITE	FAMILIARITY WITH GENERAL PRINCIPLES OF PSYCHOLOGY RELATED	02677	23
	TO PUPIL MOTIVATION.	02677	24
*EXPERIENCE	PROVIDE STUDENT THE TIME, MATERIALS, RESOURCES, AND	02677	11
	CONSULTATION THAT HE REQUIRES IN PREPARING HIS	02677	12
	DEMONSTRATION. IF POSSIBLE, PROVIDE FOR VIDEO TAPING THE	02677	13
	THE ACTUAL DEMONSTRATION FOR LATER REVIEW BY THE STUDENT.	02677	14
	ELICIT HIS ANALYSIS OF THE SUCCESS OR FAILURE OF THE	02677	15
	DEMONSTRATIONS. PROVIDE FOR RE-CYCLING AS INDIVIDIAL	02677	16
	NEEDS ARE DISCOVERED.	02677	17
*SETTING	LARGE GROUP SCHOOL	02677	10
*MATERIALS	BLANK	02677	5
*LEVEL	ALL GRADES	02677	8
*GENERAL	ALL CANDIDATES	02677	7
*HOURS	4-5	02677	6
*EVALUATION	COLLECT EVIDENCE TO DETERMINE THE NUMBER OF CHILDREN WHO	02677	25
	PURSUED THE SELECTED TOPIC IN THEIR FREE TIME.	02677	26
*FILE	SCHOOL PRACTICUM MOTIVATION	02677	9

*OBJECTIVES	TO FAMILIARIZE STUDENTS WITH MULTI-MEDIA APPROACHES TO	02678	19
	INSTRUCTION.	02678	20
*PREREQUISITE	INSTRUCTIONAL MATERIALS	02678	21
*EXPERIENCE	SELECT MATERIALS RELATED TO A TEACHING EPISODE IN AT LEAST	02678	11
	FOUR INSTRUCTIONAL MATERIAL AREAS. ARRANGE MATERIALS BY	02678	12
	GROUPS FOR MAXIMUM REINFORCEMENT OF A TEACHING STRATEGY	02678	13
	OPERATE THE HARDWARE. PREPARE AT LEAST ONE ORIGINAL	02678	14
	MATERIAL IN THE A/V INSTRUCTIONAL MATERIALS GROUP. RELATE	02678	15
	THE ORIGINAL MATERIAL TO COMMERCIAL INSTRUCTIONAL	02678	16
	MATERIALS, CATALOGUE, AND WRITE THE ANNOTATION FOR THE	02678	17
	IDENTIFICATION CARD.	02678	18
*SETTING	INDEPENDENT BLANK	02678	10
*MATERIALS	BLANK	02678	5
*LEVEL	BLANK	02678	8
*GENERAL	BLANK	02678	7
*HOURS	8-10	02678	6
*EVALUATION	USEFULNESS IN THE CLASSROOM AS COMPARED TO A TRADITIONAL	02678	22
	PRESENTATION OF THE SAME MATERIAL	02678	23
*FILE	SCHOOL MEDIA TEACHING/PRACTICUM	02678	9

*OBJECTIVES	TEACHERS BECOME AWARE OF 21+ TO HELP BEHAVIOR IN THE	02679	17
	CLASSROOM 22+ TO HELP STUDENTS DEVELOP CONTROL OF THEIR	02679	18
	VERBAL BEHAVIOR IN THE CLASSROOM	02679	19
*PREREQUISITE	READING OF AMIDON AND HUNTER, IMPROVING TEACHING READING	02679	20
	OF RESEARCH BY AMIDON AND FLANDERS	02679	21
*EXPERIENCE	21+ CODING AND ANALYZING VERBAL INTERACTION BETWEEN	02679	11

	TEACHER AND PUPILS IN ≥1+ ACTUAL CLASSROOM SITUATIONS	02679	12
	22+ VIDEO-TAPED SITUATIONS ≥3+ CASE STUDIES-	02679	13
	FICTIONALIZED OR RECORDED FROM ACTUAL SITUATIONS ≥2+	02679	14
	USING CATEGORIES DEVELOPED BY AMIDON AND FLANDERS TO CODE	02679	15
	TEACHER AND PUPIL VERBAL RESPONSES.	02679	16
*SETTING	BLANK SCHOOL	02679	10
*MATERIALS	BLANK	02679	5
*LEVEL	BLANK	02679	8
*GENERAL	BLANK	02679	7
*HOURS	BLANK	02679	6
*EVALUATION	CLASSIFYING AND ANALYZING THE VERRAL BEHAVIOR USED BY	02679	22
	STUDENTS IN MICRO-TEACHING SITUATIONS	02679	23
*FILE	FIELD INTERACTION PRACTICUM	02679	9

*OBJECTIVES	TO LEARN TO COMMUNICATE WITH PARENTS OF PUPILS	02680	14
*PREREQUISITE	BLANK	02680	15
*EXPERIENCE	EXPERIENCE IN ADULT INTERVIEW. TECHNIQUES AND DEVELOPING	02680	11
	A CASE STUDY OF ININTER-CITY FAMILY. ≥WHITE TEACHER, BLACK	02680	12
	FAMILY+ BLACK TEACHER, WHITE FAMILY+	02680	13
*SETTING	INDEPENDENT SCHOOL OR COMMUNITY	02680	10
*MATERIALS	NONE	02680	5
*LEVEL	BLANK	02680	8
*GENERAL	ALL CANDIDATES	02680	7
*HOURS	BLANK	02680	6
*EVALUATION	BE ABLE TO SELECT FROM A LIST OF 15 THE 10 KEY TECHNIQUES	02680	15
	IN CONDUCTING AN INTERVIEW.	02680	16
*FILE	FIELD INTERVIEW PARENTS	02680	9

*OBJECTIVES	TO RECOGNIZE THE VALUE OF [OUTDOOR EDUCATION] EXPERIENCES	02681	14
	FOR INNER CITY CHILDREN AND TO PROVIDE THEM WITH THE	02681	15
	BACKGROUND FOR IMPLAMENTATION OF THESE PROGRAMS.	02681	16
*PREREQUISITE	ACQUAINTANCE WITH THE STRUCTURE AND OPERATION OF THE	02681	17
	SCHOOLS OUTDOOR EDUCATION PROGRAM	02681	18
*EXPERIENCE	≥1+ PARTICIPATION IN SCHOOL CAMP PROGRAM+ 3. EXPLORE THE	02681	11
	DEVELOPMENT OF OUTDOOR EDUCATION POSSIBILITIES ON PRESENT	02681	12
	SCHOOL SITES.	02681	13
*SETTING	BLANK	02681	10
*MATERIALS	BLANK	02681	5
*LEVEL	GRADES 5-8	02681	8
*GENERAL	SPECIALIST	02681	7
*HOURS	BLANK	02681	6
*EVALUATION	BE ABLE TO PICK OUT FROM A 20 ITEM LIST OF CONCEPTS ON	02681	19
	OUTDOOR EDUCATION THE 10 KEY CONCEPTS.	02681	20
*FILE	FIELD OUTDOOR CAMPING	02681	9

*OBJECTIVES	TO FAMILIARIZE THE INTERN WITH OTHER AGENCIES WHICH WORK	02682	17
	WITH THE PEOPLE IN HIS SCHOOL DISTRICT	02682	18
*PREREQUISITE	BLANK	02682	19
*EXPERIENCE	WORK IS WITH COMMUNITY SERVICE AGENCY. THE WORK SHOULD	02682	11
	INCLUDE INDIVIDUAL CONFERENCES BETWEEN THE AGENCY WORKER	02682	12
	AND THE STUDENT SUGGESTED AGENCIES INCLUDE, AMONG OTHERS,	02682	13
	ADULT EDUCATION, SOCIAL WORK, ECONOMIC OPPORTUNITY CENTER,	02682	14
	VISITING NURSES, LOCAL WELFARE OFFICE. STUDENTS SHOULD	02682	15
	MEET IN A WEEKLY SEMINAR TO DISCUSS EXPERIENCES.	02682	16
*SETTING	INDEPENDENT OTHER ≥SPECIFY, 10-15	02682	10
*MATERIALS	BLANK	02682	5
*LEVEL	ALL GRADES	02682	8
*GENERAL	ALL CANDIDATES	02682	7

*HOURS	30	02682	6
*EVALUATION	BE ABLE TO SELECT WITH 80% ACCURACY THE FUNCTIONS + BELIEFS OF 4 COMMUNITY SERVICE AGENCIES.	02682	20
*FILE	FIELD COMMUNITY AGENCIES	02682	21
		02682	9
*OBJECTIVES	DEMONSTRATES ABILITY TO STORE CLASSROOM SUPPLIES IN AN ORDERLY MANNER ACCESSIBLE TO PUPILS.	02683	13
		02683	14
*PREREQUISITE	ABILITY TO LIST, GENERALLY, THE BASIC EQUIPMENT AND SUPPLIES NECESSARY TO CLASSROOM OPERATION.	02683	15
		02683	16
*EXPERIENCE	PRACTICES THE HABIT OF STORING ROOM SUPPLIES IN AN ORDERLY MANNER AND ACCESSIBLE TO CHILDREN.	02683	11
		02683	12
*SETTING	LARGE GROUP SCHOOL	02683	10
*MATERIALS	BLANK	02683	5
*LEVEL	ALL GRADES	02683	8
*GENERAL	ALL CANDIDATES	02683	7
*HOURS	BLANK	02683	6
*EVALUATION	FROM THE FIRST DAY OF SCHOOL, THE CANDIDATE HAS SUPPLIES ORGANIZED AND STORED IN AN ORDERLY MANNER AND ACCESSIBLE TO CHILDREN.	02683	17
		02683	18
		02683	19
*FILE	FIELD SUPPLIES ORGANIZATION	02683	9
*OBJECTIVES	TO FAMILIARIZE THE INTERN WITH THE REALITIES OF LIFE IN SO FAR AS THE PUBLIC SUPPORT AT EDUCATION IS CONCERNED	02684	18
		02684	19
*PREREQUISITE	BLANK	02684	20
*EXPERIENCE	A PRESENTATION BY THE SUPERINTENDANT OF SCHOOLS ON SCHOOL FINANCE, HE SHOULD BE ASKED TO GIVE THE STUDENTS ≥INTERNS+ INFORMATION CONCERNING MILLAGE VOTES, HOW THE AMOUNT BEING ASKED FOR HAS BEEN ARRIVED AT, THE IMPACT OF STATE AND FEDERAL AID ON HIS DISTRICT, AND THE DEGREE OF CONTROL EXERCISED BY STATE AND FEDERAL EDUCATIONAL AGENCIES IN HIS DISTRICT	02684	11
		02684	12
		02684	13
		02684	14
		02684	15
		02684	16
		02684	17
*SETTING	OTHER ≥SPECIFY, 10-15 FIELD	02684	10
*MATERIALS	BLANK	02684	5
*LEVEL	BLANK	02684	8
*GENERAL	BLANK	02684	7
*HOURS	1 1/2	02684	6
*EVALUATION	WITH 80% ACCURACY THE STUDENT SHOULD BE ABLE TO IDENTIFY FROM A LIST ABOUT SCHOOL FINANCING THE KEY PROBLEMS.	02684	21
		02684	22
*FILE	SCHOOL INTERNSHIP ADMINISTRATION	02684	9
*OBJECTIVES	HELP TEACHER SEE THEIR OWN PROGRESS AND GROWTH OVER A PERIOD OF TIME DURING THE INTERNSHIP.	02685	15
		02685	16
*PREREQUISITE	BLANK	02685	17
*EXPERIENCE	MAINTAIN A LOG OF PERSONAL OBSERVATIONS, ≥FRUSTRATIONS+ AND PERCEPTIONS DURING EACH TERM OF THE INTERNSHIP. RELATE THESE EXPERIENCES WITH OPENNESS AND HONESTY SO THAT IT MAY BE A TOOL TO BE USED IN SELF-UNDERSTANDING	02685	11
		02685	12
		02685	13
		02685	14
*SETTING	BLANK	02685	10
*MATERIALS	BLANK	02685	5
*LEVEL	BLANK	02685	8
*GENERAL	BLANK	02685	7
*HOURS	BLANK	02685	6
*EVALUATION	PERIODIC REVIEW OF LOG WITH INTERN CONSULTANT	02685	18
*FILE	FIELD SELF UNDERSTANDING INTERNSHIP	02685	9

*OBJECTIVES	RECOGNIZES THE INFLUENCE AT TEMPERATURE, HUMIDITY, COMFORTABLE SEATING, LIGHTING, VIEWING, FREEDOM, SAFETY ETC, ON STUDENT LOCATION AND LEARNING,	00212018 00212019 00212020
*PREREQUISITE	KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT, ABILITY TO LIST INFLUENCING FACTORS ON LEARNING, OBSERVATIONS OF CLASSROOMS FOCUSING ON ACCOMODATIONS INFLUENCING LEARNING,	00212021 00212022 00212023
*EXPERIENCE	HEARS OR READS ABOUT AND PREPARES A LIST OF PHYSICAL FACTORS IN A CLASSROOM WHICH CAN INFLUENCE LEARNING OBSERVES CLASSROOMS (REAL OR SIMULATED) AND NOTES THE PRESENCE OR ABSENCE(AND DEGREE) OF EACH FEATURE AND APPARENT ACCOMODATION, OPERATES AS A TEACHER AND ACCOMODATES FOR THE PHYSICAL COMFORT FACTORS WHICH INFLUENCE LEARNING	00212011 00212012 00212013 00212014 00212015 00212016 00212017
*SETTING	INDEPENDENT, SCHOOL	00212010
*MATERIALS	BLANK	00212005
*LEVEL	ALL GRADES	00212008
*GENERAL	ALL CANDIDATES	00212007
*HOURS	1	00212006
*EVALUATION	CONDIDATE WILL BE ABLE TO LIST PHYSICAL FACTORS INFLUENCING LEARNING, OBSERVATION OF CLASSROOM WILL NOT REVEAL ANY CHILD IN A POORLY ADJUSTED SEAT, SQUIRMING BECAUSE OF EXTERNAL (CHANGEABLE) FACTORS OR DISTRACTED FROM LEARNING OPPORTUNITIES BY SOME PHYSICAL FACTOR WHICH CAN BE TEACHER CONTROLLED,	00212024 00212025 00212026 00212027 00212028 00212029
*FILE	PHYSICAL ENVIRONMENT ACCOMODATIONS LEARNING	00212009

*OBJECTIVES	TO ESTABLISH AND USE FAIR AND REASONABLE PATTERNS AND PRACTICES IN TEACHING-LEARNING ACTIVITIES (I.E, ROUTINES, SHARING EXPERIENCES + RESPONSIBILITIES)	00213018 00213019 00213020
*PREREQUISITE	GENERAL CLASSROOM OPINATION; WORKING WITH SMALL GROUPS OF STUDENTS ESTABLISHING AND SHARING RESPONSIBILITIES RELATED TO LEARNING,	00213021 00213022 00213023
*EXPERIENCE	-VIEWS VIDEO TAPE OF CLASSROOM TEACHER WORKING WITH CHILDREN IN A POSITIVE LEARNING CLIMATE WHERE CHILDREN ARE TAUGHT TO SHARE, TO TAKE AND MAINTAIN RESPONSIBILITIES FOR SELF AND OTHERS AND WHETHER PROBLEMS OF BEHAVIOR ARE MET AND DEALT WITH IN A IMMEDIATE, REASONABLE AND CALM WAY, -OBSERVES CLASSROOMS (LIVE) TO DETECT WAYS IN WHICH A TEACHER PROMOTES A POSITIVE LEARNING CLIMATE,	00213011 00213012 00213013 00213014 00213015 00213016 00213017
*SETTING	INDEPENDENT, COLLEGE	00213010
*MATERIALS	BLANK	00213005
*LEVEL	ALL GRADES	00213008
*GENERAL	ALL CANDIDATES	00213007
*HOURS	1-2 - 3/4	00213006
*EVALUATION	STUDENT WILL DEMONSTRATE HIS ABILITY TO SHARE WITH STUDENTS, THE RESPONSIBILITY FOR MAINTAINING A POSITIVE LEARNING CLIMATE BY INVOLVING THEM IN FORMULATING PROCEDURE AND ROUTINES AND IN THE REINFORCEMENT OF ACCEPTABLE BEHAVIOR,	00213024 00213025 00213026 00213027 00213028
*FILE	VIDEO TAPE POSITIVE LEARNING ENVIRONMENT SOCIALIZATION	00213009

*OBJECTIVES	TO ESTABLISH AND USE FAIR AND REASONABLE BEHAVIOR PATTERNS AND PRACTICES IN TEACHING-LEARNING ACTIVITIES	00214016 00214017
-------------	--	----------------------

*PREREQUISITE	OBSERVATION OF CLASSROOM TEACHER WORKING WITH CHILDREN DISCUSSING ASPECTS OF THEIR RIGHTS, PRIVILEGES + RESPONSIBILITIES	00214018 00214019 00214020
*EXPERIENCE	•READS AND LEARNS ABOUT RIGHTS, PRIVILEGES AND RESPONSIBILITIES OF CHILDREN, OBSERVES VIDEO TAPE OF TEACHER DEMONSTRATING WAYS IN WHICH CHILDREN'S RIGHTS, PRIVILEGES AND RESPONSIBILITIES ARE 1-DENIED 2-DEVELOPED	00214012 00214013 00214014 00214015
*SETTING	INDEPENDENT, COLLEGE	00214011
*MATERIALS	BLANK	00214005
*LEVEL	ALL GRADES	00214008
*GENERAL	ALL CANDIDATES	00214007
*HOURS	1/2-3/4	00214006
*EVALUATION	STUDENT WILL DEMONSTRATE HIS UNDERSTANDING OF CHILDREN'S RIGHT, PRIVILEGES AND RESPONSIBILITIES THROUGH HIS DISCUSSIONS, ACTIONS AND PERFORMANCE RELATED TO THESE ESSENTIALS, HE WILL BE ABLE TO LIST HIS RATIONALS FOR CHOOSING APPROPRIATE STRATEGIES OF TEACHING	00214021 00214022 00214023 00214024 00214025
*FILE	RIGHTS + RESPONSIBILITY CHILDREN LEARNING ENVIRONMENT TEACHING ACTIVITIES	00214009 00214010

*OBJECTIVES	TO ESTABLISH REASONABLE AND CHALLENGING WORK STANDARDS AND HABITS FOR EACH SUBJECT AND/OR LESSON,	00215017 00215018
*PREREQUISITE	OBSERVATION OF CLASSROOM TEACHERS CARRYING OUT A LESSON FROM BEGINNING TO ITS COMPLETION WITH PROVISIONS FOR ALL STUDENT'S TO COMPLETE THEIR WORK,	00215019 00215020 00215021
*EXPERIENCE	VIEWS VIDEO-TAPE OF CLASSROOM TEACHER SETTING WORK STANDARDS AND DEVELOPING GOOD WORK HABITS FOR CHILDREN LEARNS ABOUT SEQUENTIAL DEVELOPMENTAL AT EACH LESSON CLASSROOM, DEVELOP A DIAGRAM OF A CLASSROOM ARRANGES MAJORITY WHO FINISH TOGETHER AND THE FEW WHO DO NOT FINISH IN THE SPECIFIED TIME,	00215011 00215012 00215013 00217014 00215015
*SETTING	INDEPENDENT, SCHOOL	00215016 00215010
*MATERIALS	BLANK	00215005
*LEVEL	ALL GRADES	00215008
*GENERAL	ALL CANDIDATES	00215007
*HOURS	1	00215006
*EVALUATION	STUDENT WILL DEMONSTRATE HIS ABILITY TO ESTABLISH EFFECTIVE PATTERNS FOR CHILDREN TO BEGIN AND COMPLETE THEIR WORK BY GIVING GOOD DIRECTIONS RELATED TO FORM AND CONTENT OF ASSIGNMENT TIME, ACCURACY, MAKE UP LESSONS AND ASSISTANCE FROM TEACHER OR OTHER CHILDREN,	00215022 00215023 00215024 00215025 00215026
*FILE	WORK HABITS LESSON PLANNING INSTRUCTION	00215009

*OBJECTIVES	TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH CHILD IN THE CLASSROOM,	00216018 00216019
*PREREQUISITE	NONE	00216020
*EXPERIENCE	OBSERVATION OF A CLASSROOM WITH A FOCUS ON EACH INDIVIDUAL CHILD AND HIS VIEW OF THE TEACHER, OBSERVING THE PHYSICAL ARRANGEMENT OF THE CHAIRS AND DESKS OF EACH CHILD TAKING SPECIFIC NOTE OF THE CORRECT ADJUSTMENT OF EACH CHILD'S CHAIR FOR COMFORT AND GOOD USE OF WRITING-WORKING SURFACE OF DESK VIEWING 35MM FILM OR VIDEO TAPE OR ADEQUATE AND CLASSROOM SEATING ARRANGEMENT AND SEAT ADJUSTMENTS	00216011 00216012 00216013 00216014 00216015 00216016 00216017
*SETTING	INDEPENDENT, SCHOOL	00216010
*MATERIALS	NONE	00216005
*LEVEL	ALL GRADES	00216008
*GENERAL	ALL CANDIDATES	00216007
*HOURS	1/4	00216006
*EVALUATION	BY OBSERVATION IT WILL BE NOTED THAT EACH CHILD HAS AN	00216021

	UNOBSTRUCTED AND GLARE-FREE VIEW OF THE PRIMARY	00216022
	INSTRUCTIONAL AREA,	00216023
*FILE	CLASSROOM CLIMATE PHYSICAL SETTING SAFETY	00216009

*OBJECTIVES	TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH CHILD IN THE CLASSROOM,	00217017
		00217018
*PREREQUISITE	NONE	00217019
*EXPERIENCE	STUDENT WILL DEMONSTRATE THE ABILITY TO PLAN FOR THE MOST EFFICIENT AND SAFEST TRAFFIC FLOW OF CHILDREN IN AND OUT OF THE CLASSROOM, TO AND FROM ACTIVITIES WITHIN THE CLASSROOM, DEVELOPE A DIAGRAM OF A CLASSROOM ARRANGES FURNITURE IN AN EMPTY CLASSROOM ARRANGES FURNITUR IN AN OCCUPIED CLASSROOM	00217011
		00217012
		00217013
		00217014
		00217015
		00217016
*SETTING	INDEPENDENT, SCHOOL	00217010
*MATERIALS	BLANK	00217005
*LEVEL	ALL GRADES	00217008
*GENERAL	ALL CANDIDATES	00217007
*HOURS	1/2	00217006
*EVALUATION	BY OBSERVATION IT WILL BE NOTED THAT ROOM IS ARRANGED FOR EASE OF TRAFFIC FLOW AND SAFETY, E.G, UNCLUTTERED EXIT-ENTRANCE AREAS, SAFE DISPLAYS AND EQUIPMENT ARRANGEMENT, CONVENIENT ACCESS TO SEATING, WORK AND STUDY AREAS, ETC)	00217020
		00217021
		00217022
		00217023
		00217024
*FILE	PHYSICAL SETTING TRAFFIC CONTROL SAFETY	00217009

*OBJECTIVES	TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH CHILD IN THE CLASSROOM,	00218019
		00218020
*PREREQUISITE	KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT, PSYCHOLOGY AND TEACHING STRATEGIES,	00218021
		00218022
*EXPERIENCE	READS STUDENT FOLDERS TO NOTE SPECIAL HANDICAPS, PHYSIOLOGICAL AND PSYCHOLOGICAL PROBLEMS WHICH REQUIRE SPECIAL ATTENTION AS TO SEATING ARRANGEMENTS TO INSURE COMFORT, SECURITY AND INTEREST, = GIVEN A HYPOTHETICAL SITUATION STUDENT WILL BE ABLE TO ARRANGE A MOCK CLASSROOM TO ACCOMODATE CHILDREN WITH HEARING LOSS, VISION PROBLEMS, BEHAVIORAL PROBLEMS HANDICAPS AND OTHER PROBLEMS	00218012
		00218013
		00218014
		00218015
		00218016
		00218017
		00218018
*SETTING	INDEPENDENT	00218011
*MATERIALS	BLANK	00218005
*LEVEL	ALL GRADES	00218008
*GENERAL	ALL CANDIDATES	00218007
*HOURS	1/2	00218006
*EVALUATION	BY OBSERVATION AND THROUGH DISCUSSION WITH TEACHER CANDIDATE IT WILL BE NOTED THAT SEATING ARRANGEMENTS REFLECT CONSIDERATION FOR PHYSIOLOGICAL AND PSYCHOLOGICAL PROBLEMS (I.E. HEARING, VISION, SECURITY, HANDICAPS, BEHAVIOR, ETC)	00218023
		00218024
		00218025
		00218026
		00218027
*FILE	STUDENT RECORDS OBSERVATIONAL ABILITY PHYSICAL ENVIRONMENT	00218009
		00218010

*OBJECTIVES	TO PROVIDE FOR THE PHYSICAL COMFORT AND SAFETY OF EACH CHILD IN THE CLASSROOM,	00219017
		00219018
*PREREQUISITE	KNOWLEDGE OF HUMAN GROWTH AND DEVELOPMENT	00219019
*EXPERIENCE	READS INFORMATION RELATED TO TEMPERATURE AND COMFORT CONTROL OF A CLASSROOM, DEMONSTRATES KNOWLEDGE OF AND ABILITY TO ADJUST THERMOSTADT, OPEN + CLOSE WINDOWS AND DOORS TO PROVIDE FOR A RAISE OR DROP IN ROOM TEMPERATURE AND VENTILATION,	00219012
		00219013
		00219014
		00219015
		00219016
*SETTING	INDEPENDENT, SCHOOL	00219011

*MATERIALS	BLANK	00219005
*LEVEL	ALL GRADES	00219008
*GENERAL	ALL CANDIDATES	00219007
*HOURS	1/6	00219006
*EVALUATION	BY PHYSICAL PRESENCE AND OBSERVATION IT WILL BE NOTED	00219020
	THAT ROOM IS AT RECOMMENDED AND COMFORTABLE LEVELS OF	00219021
	TEMPERATURE, VENTILATION AND HUMIDITY	00219022
*FILE	PHYSICAL ENVIRONMENT HUMAN GROWTH + DEVELOPMENT PHYSICAL	00219009
	SAFETY	00219010

*OBJECTIVES	TO ARRANGE AND MAINTAIN AN ATTRACTIVE CLASSROOM FROM THE	00220018
	FIRST DAY ON AND TO CHANGE IT ACCORDING TO SEASON AND	00220019
	ACTIVITY,	00220020
*PREREQUISITE	KNOWLEDGE OF CURRICULUM, PUPIL INTERESTS, AND REACTIONS	00220021
*EXPERIENCE	OBSERVES VIDEO TAPES OF ATTRACTIVE CLASSROOMS ACCORDING	00220012
	TO SEASON, TOPICS OR ACTIVITIES PURSUED BY THE TEACHER	00220013
	SKETCHES CLASSROOM WITH APPROPRIATE KINDS OF INTERESTING	00220014
	AND ATTRACTIVE DISPLAYS SETS UP A DISPLAY FOR AN ON-GOING	00220015
	ACTIVITY OR SEASON OR SITUATION (BASED ON MOTIVATION,	00220016
	BEAUTY, CURIOSITY, ETC.)	00220017
*SETTING	INDEPENDENT, SCHOOL	00220011
*MATERIALS	BLANK	00220005
*LEVEL	ALL GRADES	00220008
*GENERAL	ALL CANDIDATES	00220007
*HOURS	1/2 TO 1	00220006
*EVALUATION	IT WILL BE OBSERVED THAT CLASSROOM IS ATTRACTIVE AND	00220022
	DISPLAYS ARE CHANGED AS TOPICS PROGRESS, CHANGE, OR ARE	00220023
	DISCONTINUED	00220024
*FILE	PHYSICAL ENVIRONMENT INTERIOR DESIGN CHANGE + ADJUSTMENT	00220009
	TO CLASSROOM	00220010

*OBJECTIVES	THE STUDENT WILL PREPARE FOR AND BE ABLE TO CARRY OUT A SIMULATED (ROLE PLAYING) PARENT TEACHER CONFERENCE IN WHICH RELIABLE INFORMATION IS PROVIDED CONCERNING A CHILD'S ACADEMIC ACHIEVEMENT, WORK-STUDY HABITS, SOCIAL ACCEPTANCE, AND CONDUCT, ACCEPTABILITY OF THIS PERFORMANCE IS TO BE ESTABLISHED BY ITS CONFORMITY WITH STANDARDS SET BY STUDENTS IN PRIOR DISCUSSIONS,	00747022 00747023 00747024 00747025 00747026 00747027 00747028
*PREREQUISITE	FAMILIARITY WITH THE ESSENTIAL TASK OF REPORTING PUPIL PROGRESS TO PARENTS, SURVEY OF RELEVANT LITERATURE PRIOR TO A CLASSROOM DISCUSSION OF ACCEPTABLE STANDARDS, CLASS DISCUSSION RESULTING IN A DEFINITE SET OF STANDARDS WITH WHICH TO JUDGE A PARENT-TEACHER CONFERENCE, APPLY STANDARDS TO A FILMED OR TAPED CONFERENCE AND MODIFY THEM AS NECESSARY ON THE BASIS OF EXPERIENCE WITH THE FILMED APPLICATION,	00747029 00747030 00747031 00747032 00747033 00747034 00747035 00747036
*EXPERIENCE	ASK ALL STUDENTS TO PLAN A PARENT-TEACHER CONFERENCE CONCERNING A CHILD WHOM THEY CAN OBSERVE OVER A PERIOD OF SEVERAL WEEKS IN THE CLASSROOM, EACH STUDENT IS TO BE PREPARED TO ROLE PLAY THE PART OF TEACHER OR PARENT, WHEN TIME FOR SIMULATION IS AT HAND, RANDOMLY SELECT TWO PAIRS OF STUDENTS TO CARRY OUT DEMONSTRATIONS WHILE BEING OBSERVED BY THEIR CLASSMATES, EACH OBSERVER IS TO PREPARE A WRITTEN CRITIQUE OF THE DEMONSTRATIONS, NOTING SPECIFICALLY THEIR CONFORMITY TO THE CLASS STANDARDS, CRITIQUES ARE TO BE SUBMITTED TO THE INSTRUCTOR AND TO THE ROLE-PLAYING TEACHERS,	00747011 00747012 00747013 00747014 00747015 00747016 00747017 00747018 00747019 00747020 00747021
*SETTING	SMALL GROUP (1-12 STUDENTS), SCHOOL	00747010
*MATERIALS	BLANK	00747005
*LEVEL	ALL GRADES	00747008
*GENERAL	ALL CANDIDATES	00747007
*HOURS	2	00747006
*EVALUATION	CONFORMITY WITH SPECIFIED STANDARDS AS JUDGED BY A MAJORITY OF THE OBSERVERS,	00747037 00747038
*FILE	PARENT-TEACHER CONFERENCE ORGANIZATION ROLE PLAY	00747009

*OBJECTIVES	THE STUDENT WILL REQUEST OPPORTUNITIES TO MAKE PERIODIC SELF-ANALYSIS OF HIS OWN TEACHING BEHAVIORS BY STUDYING VIDEO TAPED EPISODES,	00748016 00748017 00748018
*PREREQUISITE	STUDY OF SELF-THEORISTS' PSYCHOLOGY (PERCEPTUAL PSYCHOLOGY),	00748019 00748020
*EXPERIENCE	FAMILIARIZATION WITH VIDEO TAPING EQUIPMENT AND WITH ANALYSIS TECHNIQUES TO BE USED IN OBSERVING TEACHING EPISODES, PRESENT A RATIONALE FOR SELF-ANALYSIS AS A KEY TO LONG-TERM PERSONAL GROWTH IN TEACHING COMPETENCE,	00748012 00748013 00748014 00748015
*SETTING	LARGE GROUP, COLLEGE	00748011
*MATERIALS	VIDEO TAPING EQUIPMENT	00748005
*LEVEL	ALL GRADES	00748008
*GENERAL	ALL CANDIDATES	00748007
*HOURS	2	00748006
*EVALUATION	AWAIT STUDENTS' REQUESTS FOR VIDEO TAPING OPPORTUNITIES, TEACHING OBSERVATION SELF-ANALYSIS TECHNIQUES VIDEO TAPING	00748021 00748009 00748010

*OBJECTIVES	THE STUDENT WILL PREPARE AND/OR ASSEMBLE A VARIETY OF MATERIALS SUITABLE FOR USE WITH THE OVERHEAD PROJECTOR, THESE MATERIALS WILL INCLUDE: TRANSPARENCIES PREPARED WITH GREASE PENCIL, COLORED FELT PENS, PRIMARY TYPEWRITER, THERMOFAX DUPLICATION, DYAZO DUPLICATION; SEQUENTIAL TRANSPARENCIES PREPARED WITH OVERLAYS; (E.G. OPERATING MODEL OF AN ELECTRIC MOTOR; WITH LIQUIDS, COORDINATE SYSTEMS PROJECTED WITHOUT DISTORTION, ETC.); DUPLICATIONS	00749016 00749017 00749018 00749019 00749020 00749021 00749022 00749023
-------------	---	--

*PREREQUISITE	OF STUDENT PAPERS FOR USE IN CLASSROOM DISCUSSIONS,)	00749024
*EXPERIENCE	EXPOSURE TO THE MULTI-MEDIA CONCEPT IN TEACHING,	00749025
	PRESENT TECHNIQUES FOR PREPARING MATERIALS FOR USE ON	00749013
	THE OVERHEAD PROJECTOR; ALLOW STUDENTS TIME TO PRACTICE	00749014
	THE TECHNIQUES WITH EXPERT ASSISTANCE AVAILABLE,	00749015
*SETTING	LARGE GROUP, COLLEGE	00749012
*MATERIALS	FULL RANGE OF MATERIALS COMMONLY USED IN PREPARING	00749005
	OVERHEAD PROJECTIONS,	00749006
*LEVEL	ALL GRADES	00749009
*GENERAL	ALL CANDIDATES	00749008
*HOURS	4	00749007
*EVALUATION	EXAMINE MATERIALS PREPARED FOR OVER-HEAD PROJECTION.	00749026
*FILE	OVERHEAD PROJECTOR ORGANIZATION OF MATERIALS MEDIA	00749010
	CONCEPTS	00749011
*OBJECTIVES	THE STUDENT WILL STATE IN WRITING AT LEAST TEN LONG-RANGE	00750018
	BEHAVIORAL OBJECTIVES FOR HIS PUPILS WHICH ARE	00750019
	SPECIFICALLY KEYED TO THE GOALS OF THE SCHOOL WHICH THEY	00750020
	ARE DESIGNED TO ENHANCE AND WHICH ARE ACCEPTABLE TO AT	00750021
	LEAST TWO OF THREE CLASSMATES RANDOMLY SELECTED TO	00750022
	EVALUATE THEM,	00750023
*PREREQUISITE	UNDERSTANDING OF THE RATIONALE FOR WRITING OBJECTIVES IN	00750024
	BEHAVIORAL (OBSERVABLE) TERMS, PRACTICE IN WRITING	00750025
	BEHAVIORAL STATEMENTS TO THE POINT OF PROFICIENCY,	00750026
*EXPERIENCE	STUDY THE GOALS OF THE SCHOOL SYSTEM IN WHICH INTERN	00750011
	TEACHING IS TO BE DONE, PREPARE TEN OR MORE BEHAVIORAL	00750012
	OBJECTIVES BELIEVED TO SUPPORT SPECIFIED GOALS OF THE	00750013
	SCHOOL, ANONYMOUSLY SUBMIT THE LIST OF OBJECTIVES TO AT	00750014
	LEAST THREE RANDOMLY SELECTED CLASSMATES WHO ARE TO JUDGE	00750015
	THE STATEMENTS ON THE BASIS OF THEIR EXPECTED CONTRIBUTION	00750016
	TO THE LARGER GOALS OF THE SCHOOL,	00750017
*SETTING	INDEPENDENT, SCHOOL	00750010
*MATERIALS	BLANK	00750005
*LEVEL	ALL GRADES	00750008
*GENERAL	ALL CANDIDATES	00750007
*HOURS	4	00750006
*EVALUATION	ACCEPT BEHAVIORAL OBJECTIVES WHICH ARE JUDGED TO	00750027
	CONTRIBUTE TO THE SPECIFIED SCHOOL GOALS BY TWO OF THREE	00750028
	JUDGES,	00750029
*FILE	BEHAVIORAL OBJECTIVES INTERN TEACHING SCHOOL GOALS	00750009
*OBJECTIVES	THE STUDENT WILL DEMONSTRATE HIS ABILITY TO LIST AND TO	00751018
	LOCATE SPECIFIC INSTRUCTIONAL MATERIALS OF ALL TYPES THAT	00751019
	MIGHT BE USED TO AUGMENT HIS TEACHING OF A SELECTED TOPIC,	00751020
	MATERIALS WOULD INCLUDE 16 MM FILMS, FILM STRIPS, 8 MM	00751021
	FILM LOOPS, PROJECTION SLIDES, AUDIO AND VIDEO TAPES,	00751022
	DISPLAY PICTURES, BOOKS, MAPS, GLOBES, SPECIALIZED SCIENCE	00751023
	EQUIPMENT, NECESSARY A-V EQUIPMENT, ETC,	00751024
*PREREQUISITE	SOME FAMILIARITY WITH TOPICS COMMONLY TAUGHT AT THE GRADE	00751025
	LEVEL OF INTEREST,	00751026
*EXPERIENCE	INFORMATIONAL TOUR OF INSTRUCTIONAL MATERIALS CENTER (S)	00751012
	AND LIBRARY (IES), FAMILIARIZATION WITH APPROPRIATE	00751013
	CATALOGS, CARD FILES, AND OTHER INDICES IN USE, PRACTICE	00751014
	IN FINDING SPECIFIED TITLES AND DEVICES, ASSIGNMENT;	00751015
	LIST ALL OF THE AVAILABLE MATERIALS THAT COULD BE USED IN	00751016
	TEACHING A SELECTED TOPIC AT THE GRADE LEVEL OF INTEREST,	00751017
*SETTING	INDEPENDENT, COLLEGE	00751011
*MATERIALS	FULL RESOURCES OF THE INSTRUCTIONAL MATERIALS CENTERS AND	00751005
	LIBRARIES AVAILABLE TO TEACHERS,	00751006
*LEVEL	ALL GRADES	00751009
*GENERAL	ALL CANDIDATES	00751008
*HOURS	2	00751007
*EVALUATION	AUTHENTICATE MATERIALS LISTED BY ASKING STUDENT TO	00751027
	ACTUALLY PROCURE A SAMPLE OF THE ITEMS, (THIS SHOULD BE	00751028

	DONE WHERE THE MATERIALS ARE HOUSED TO MAKE IT A PRACTICAL ACTIVITY.)	00751029
*FILE	INSTRUCTIONAL MATERIALS ANALYSIS OF MEDIA MATERIAL	00751030
		00751010
*OBJECTIVES	THE STUDENT WILL WRITE ANECDOTAL NOTES DESCRIBING THE BEHAVIORS OF A CHILD IN STRICTLY OBSERVABLE TERMS AS JUDGED BY INFORMED CLASSMATES WHO ALSO OBSERVED THE CHILD. HE WILL THEN INTERPRET THE CHILD'S ACTIONS BY MAKING DELIBERATE INFERENCES AND IMPRESSIONISTIC STATEMENTS REGARDING THE OBSERVED BEHAVIORS,	00752022 00752023 00752024 00752025 00752026 00752027
*PREREQUISITE	FAMILIARITY WITH CLASSROOM OBSERVATION PROCEDURES, THE CONTENTS OF CUMULATIVE RECORDS, AND TECHNIQUES OF WRITING ANECDOTAL NOTES,	00752028 00752029 00752030
*EXPERIENCE	STUDENTS IN GROUPS OBSERVE AND INDEPENDENTLY DESCRIBE THE ACTIONS OF A PARTICULAR CHILD, IMMEDIATELY FOLLOWING THE OBSERVATIONS WRITTEN DESCRIPTIONS ARE READ ALOUD TO BE JUDGED BY THE GROUP ON THE CRITERION OF OBSERVABILITY, WHEN REASONABLE AGREEMENT ON THE OBSERVATIONS IS REACHED WRITTEN INFERENCES AND INTERPRETATIONS ARE READ AND DISCUSSED TO DETERMINE THE VARIETY OF POSSIBLE INTERPRETATIONS AND/OR THE LOGIC OF THE INTERPRETATIONS OFFERED. HOPEFULLY, THE STUDENTS MAY CONCLUDE THAT INTERPRETATIONS OF BEHAVIOR MAY BE CONSIDERED HYPOTHESES TO BE TESTED,	00752011 00752012 00752013 00752014 00752015 00752016 00752017 00752018 00752019 00752020 00752021
*SETTING	SMALL GROUP (1-12 STUDENTS), SCHOOL	00752010
*MATERIALS	ACCESS TO PUPILS IN THE SCHOOL SETTING,	00752005
*LEVEL	ALL GRADES	00752008
*GENERAL	ALL CANDIDATES	00752007
*HOURS	2-3	00752006
*EVALUATION	THE MEMBERS OF AN OBSERVATION TEAM WRITE SUBSTANTIALLY SIMILAR DESCRIPTIONS OF A CHILD OBSERVED SIMULTANEOUSLY, EACH STUDENT CAN DISTINGUISH THE INFERENCES AND IMPRESSIONS CONTAINED IN HIS INTERPRETATIONS OF THE CHILD'S BEHAVIOR FROM THE OBJECTIVELY OBSERVED AND DESCRIBED ACTIONS,	00752031 00752032 00752033 00752034 00752035 00752036
*FILE	GROUP OBSERVATION ANECDOTAL REPORTS PERCEPTION	00752009
*OBJECTIVES	THE STUDENT WILL OBSERVE AND DESCRIBE IN WRITING ALL OF THE INCIDENTS OF A SPONTANEOUS NATURE THAT OCCUR IN A CLASSROOM IN TWO OR THREE HOURS THAT WOULD BE USEFUL AS INCLUSIONS IN THE TEACHING PROCEDURE, FOR EACH INCIDENT RECORDED A WRITTEN DECISION TO USE OR NOT TO USE THE EVENT AS A TEACHING DIGRESSION IS MADE AND A BRIEF STATEMENT JUSTIFYING THE DECISION IS APPENDED,	00753020 00753021 00753022 00753023 00753024 00753025 00753026
*PREREQUISITE	FAMILIARITY WITH CLASSROOM OBSERVATIONAL PROCEDURES, AND IN WRITING DESCRIPTIONS IN OBSERVABLE TERMS,	00753027 00753028
*EXPERIENCE	STUDENTS OBSERVE CLASSROOM PROCEEDINGS FOR A PERIOD OF SEVERAL HOURS AND WRITE DESCRIPTIONS OF ALL PERCEIVED INCIDENTS OF A SPONTANEOUS NATURE THAT OCCUR WHICH WOULD BE OF POTENTIAL VALUE IN TEACHING, FOR EACH RECORDED INCIDENT THE STUDENT DECIDES, IN LIGHT OF THE PARTICULAR CIRCUMSTANCES AT THE TIME, WHETHER OR NOT IT WOULD BE DESIRABLE TO DIVERT THE PLANNED TEACHING PROCEDURES TO INCLUDE THE UNPLANNED EVENT, EACH DECISION IS JUSTIFIED IN A BRIEF WRITTEN EXPLANATION,	00753011 00753012 00753013 00753014 00753015 00753016 00753017 00753018 00753019
*SETTING	SMALL GROUP (1-12 STUDENTS), SCHOOL	00753010
*MATERIALS	BLANK	00753009
*LEVEL	ALL GRADES	00753008
*GENERAL	ALL CANDIDATES	00753007
*HOURS	5	00753006
*EVALUATION	THE STUDENT'S PERCEPTION OF UNPLANNED CLASSROOM INCIDENTS OF POTENTIAL VALUE IN TEACHING MAY BE NUMERICALLY COMPARED	00753029 00753030

TO THE MEAN NUMBER OF INCIDENTS RECORDED BY THE GROUP OF 00753032
OBSERVERS, THE EFFICACY OF HIS DECISIONS MAY BE 00753033
EVALUATED BY THEIR CONFORMITY TO THE DECISIONS MADE BY THE 00753034
MAJORITY OF OBSERVERS, JUSTIFYING STATEMENTS OUGHT TO BE 00753035
CLEAR AND ACCEPTABLE TO A MAJORITY OF THE OTHER OBSERVERS, 00753036
ANALYSIS OF CLASSROOM BEHAVIOR PERCEPTION INSTRUCTION 00753009

*FILE

Concern for real people and the real problems which they define is the cornerstone for progress. Professional schools or departments which allow themselves the comfort of isolation, contentment with yesterday's definitions of problems, and books full of hackneyed answers can hardly be responsive to change in the society. It hardly needs to be said that today education is one of our country's real problem areas; the more rapidly society changes, the more important it is that schools of education maintain sensitive contact with the people who are on the firing line in the nation's elementary schools.

REFERENCES

- Allen, D. W. Micro-Teaching: A Description. Stanford, California: Stanford University, School of Education, 1966.
- Bush, Robert N., "Self-Determination and Self-Realization in the Profession of Teaching," in Professional Imperatives: Expertness and Self-Determination. NEA, Washington, 1962.
- Conant, James B. The Education of American Teachers. New York: McGraw-Hill Book Company, Inc., 1963.
- Cookingham, Frank. "Action Research Models of Practitioner Change," Papers of the Institute No. 19, East Lansing, Michigan: Learning Systems Institute, Michigan State University, 1966.
- Corey, Stephen M. "Action Research, Fundamental Research, and Educational Practices," Teachers College Record, 50:509-519, May 1949.
- Corey, Stephen M. Action Research to Improve School Practices, New York: Bureau of Publications, Teachers College, Columbia University, 1953.
- Corman, Bernard R. "Action Research: A Teaching or a Research Method?" Review of Educational Research, 27:544-547, 1957.
- Corman, Bernard R. and Olmsted, Ann G., The Internship in the Preparation of Elementary School Teachers, College of Education, Michigan State University, 1964.
- Fall, Charles R. and Wilson, John C., The Maryvale Project: Using Clinical Teams to Improve Teacher Education. State University of New York at Buffalo, undated.
- Hodgkinson, Harold L. "Action Research--A Critique", Journal of Educational Sociology. 31:137-153, 1957.

- MacDonald, James B. A Research Oriented Elementary Education Student Teaching Program, Cooperative Research Project No. 1091, Milwaukee, Wisconsin: School of Education, University of Wisconsin, 1965.
- Perlberg, Arye and O'Bryant, David C., "Video Recordings and Micro-Teaching Techniques to Improve Engineering Instruction." Paper presented to American Society for Engineering Education, Los Angeles, 1968.
- Rath, James, Pancella, John R. and Van Ness, James S. (eds.), Studying Teaching, Englewood Cliffs, N. J.: Prentice-Hall Inc., 1967.
- Rice, Arthur H. Four Years of INSITE. Bloomington, Indiana: Indiana University, School of Education, undated.
- Rivlin, Harry N. "The Three Stages of Research in Teacher Education for Urban Centers." Clearinghouse on Urban Teacher Education Report, Vol. 2, No. 3-4. Fall-Winter, 1966.
- Schueler, H., Lesser, C. S. and Bobbins, A. L. Teacher Education and the New Media. Washington, D. C.: American Association of Colleges for Teacher Education, 1967.
- Verduin, John R., Jr. Conceptual Models in Teacher Education: An Approach to Teaching and Learning. Washington, D. C., The American Association of Colleges for Teacher Education, 1967.

SECTION IV

GENERAL-LIBERAL EDUCATION

Behavioral Science Elementary Teacher Education Program

Michigan State University

1968

SECTION IV

GENERAL-LIBERAL EDUCATION

GENERAL INTRODUCTION

The term general education... is used to indicate that part of a student's whole education which looks first of all to his life as a responsible human being and citizen... General education... has chiefly to do with...the question of common standards and common purposes...with preparation for life in the broad sense, of completeness as a human being.

From the Report of the Harvard Committee:
General Education in a Free Society

The superior elementary school teacher must first be a superior human being. The above quotation, written a quarter of a century ago, reflects a fundamental concern on the part of educators for the growth and development of free and responsible individuals. Any model program which seeks to train a new breed of elementary school teachers--teachers who are responsive to the needs of individuals, society and profession--must begin with general education in the liberal arts. Mere technical competency is not sufficient insurance that future teachers will meet the demands of the classroom, that they will be sensitive to the different potentials of students, and that they will be positive agents for educational change in their profession. What is required are teachers with a clear vision of what a complete, whole human life promises to those who attain it. The exciting adventure of developing one's human capacities for full participation in the democratic society in which we live can only be offered to the young by teachers who are themselves full participants in that society. Therefore, general education must contain, as Professor Phenix says, "those provisions for learning that are necessary for the development of the person in his essential humanity." (Realms of Meaning, p. 271)

There are a variety of human qualities that general-liberal education for the citizen teacher seeks to develop. The first recognizes that men and women live in community. Individuals live and flourish in a society and society lives by the quality of individuals within it. Meaningful participation in the social whole requires a recognition of mutual interdependence of those who belong to a community. It is an interdependence which provides for independence. The ancient image of the independent farmer or hunter, that individual beholden to neither "gods nor man," is a romantic myth. His life was characteristically dreary, providing little freedom for personal growth as he faced the demanding exigencies of life alone. A recognition of the dangers to individuals implicit in a mass society is also required. But it is within the creative tension of individual freedom and group solidarity that democracy lives. As Adlai Stevenson wrote: "Democracy is not self-executing. We have to make it work, and to make it work we have to understand it."

The mastery of communication skills makes for better teaching and more articulate human beings. General education must promote competence in communicating the written and spoken word. The power of the "word" in human affairs has not diminished in our electronic age, rather it has been intensified. No matter what the subject, language skill is a prerequisite to meaningful exposition and discussion. Thus, a major goal of general education is to effect habits of clear writing and speech which will continue beyond the completion of formal education.

General-liberal education provides the occasion, also, for experience in a variety of human interests. One mark of an educated man or woman is interest in and familiarity with the whole range of the intellectual enterprise. Intellectual wholeness is a life-long endeavor, not to be won in four years of undergraduate training. And yet the pattern may be set there. A well rounded life finds stimulus in the complexities and infinite variety in the intellectual spectrum. The quality of understanding, a respect for evidence and a commitment to integrity, all have their base in the liberal arts and sciences.

In a society which embraces the values of individual worth and human dignity, the future teachers must drink deeply of the well from which these values spring. By exploring mankind's past, the troubled present and promise of the future from the broad perspectives of general education, the elementary school teacher of the future begins to build the surest foundations for relevance and success in the profession.

- - - - -

The general-liberal education program for the citizen teacher has been divided into three areas: Humanities, Social Science, and Natural Science. Though these areas represent the traditional divisions of academic knowledge, there is fundamental division in purpose between these areas. Each contributes a part to the goal of general education, namely, to bring students to the fullest possible realization of the distinctly human capacities which constitute the meaning of life. The subject matter may vary, but the goal remains the same. The emphasis in the program is put upon active participation by students in the subject areas of human learning. Humanities show how the artist and writer work , how they perceive reality and how they forge their media to communicate their vision of meaning.

The Social Science component, likewise, attempts to show how social scientists work, how they solve problems and how they make decisions. In a parallel fashion the program in Natural Science seeks to delineate how science works and what its underlying principles are by examining science as a process which has impact on the whole of contemporary culture. The experiences designed in these general education components should not be viewed as surveys of disciplines in preparation for more advanced academic work. Rather they are constructed to provide future teachers with the basic experiences and perceptions of the disciplines as a whole.

Instead of a complete survey of the academic disciplines, the general education components proceed to explore the disciplines by carefully chosen paradigms. The art experience in Humanities I, for example, concentrates on sculpture, and specifically

clay portraiture, as a means of examining the nature of the artistic vision. It is not that such an experience shows all that an artist does, but that it shows what the artist characteristically does. The Social Science component concentrates on "decision making," thereby providing a focus for the exploration of the disciplines of geography, anthropology, Sociology, Economics, Political Science, and History. As the student examines each discipline he asks for light on "how the social scientist makes decisions." In the components for Natural Science three themes are presented: Cosmology, Mechanism and Evolution. These themes will be seen as illustrative of the process of science, showing in turn the history of an idea, the structure of scientific knowledge and the interaction of science with contemporary society.

The particular features of each component are described in detail in the subsequent introductions and modules. It is sufficient here to indicate the unique features of the whole general education program. Four features deserve special notation: (1) Flexibility, (2) Individualized Instruction, (3) Self-Evaluation, and (4) Focus on Process and Principles.

The modular format of the curriculum makes possible a degree of flexibility in program heretofor unknown in general education. A linear curriculum must consider one subject at a time and necessarily imposes a lock-step program on the students. What has been constructed in the following components of general education is a modular series of experiences that carefully identify "entry behavior" (prerequisites) for each experience and the corresponding "terminal behavior" (goals). With the curriculum so structured, it is possible to adapt the experiences to a variety of program outlines. Ideas emerging out of various experience modules may be contracted, compared, and analyzed with any other set. It is expected, then, that the instructors and their students will be encouraged to experiment and try out new configurations of experiences, simply because the format permits it. It is our judgment that the pressures of our pluralistic society precisely demand just such flexibility in a contemporary curriculum.

If the curriculum is flexible enough to permit adaptation, it also will be able to foster individual attention to the intellectual needs of students. We know that **students** come to the university with different competencies and proficiencies. Careful testing and accurate and continuous counselling of students should place them at that level of achievement most appropriate to their past experience. Difficulties in writing skills, for example, can be identified and measures taken for remedial work. More important than remedial help for special student problems is the capacity of this curriculum to provide room for individual student choice in significant parts of his curricular experience. Wherever possible the modules in general education describe alternative experiences which students may elect as performing parallel intellectual functions. It is our desire to strengthen this approach by adding an increased number of alternative modules which may challenge students to participate by their own choices in structuring their education.

Given the flexibility and individualized nature of these modules, it should be clear how the whole program is self-evaluating. Each module identifies a goal for the student and matches that goal with a corresponding evaluation. The evaluation tests whether or not students achieve the goal. But it also measures the experience described as part of the curriculum. If the evaluation tool shows that few students actually reach the perscribed behavioral goal, then the faculty have reason to suspect a deficiency in the experience. So if a Humanities module sets the goal of a clear effective response to a given work of art or literature and that response does not occur, then we will know that a reworking of the experience must take place if the goal is to be achieved. Multiply this illustration by the number of modules required for this program and one has a fine sense of the powerful instrument for curricular change that is presented here.

The final unique feature of the general education program is the emphasis in all three areas, Humanities, Social Science and Natural Science, on process. In a world where information and plain facts are doubling every decade, it is no longer sufficient to educate by dispersing data. Students need to be involved in the process of the disciplines, i.e., be active partici-

pants in the modes of inquiry. The person who knows how to think, to write, to criticize and to evaluate is capable of adapting to many sets of intellectual environments. It is for this reason that many of the following experience modules describe the operation of the disciplines. If the goal of teaching is to free students from the tyranny of classroom and teacher to be autonomous human beings then such an approach is entirely appropriate to the educational process.

GENERAL EDUCATION

THE HUMANITIES COMPONENT

INTRODUCTION

In a behavioral science and clinic based curriculum for preparation of elementary school teachers, general education in the humanities performs a vital function. The humanities introduce the student to a whole range of meanings and insights into human behavior that do not admit to laboratory analysis, but are, nevertheless, basic conditions of civilized life. The humanities speak of the larger issues of life as they describe the student's heritage. Their principle characteristic is the capacity to involve the student in questions of value, such as: "What is man?" "What is the good, the true and the beautiful?" and "What should men live for?" Beyond the necessary transmission of accurate information about the traditions of civilization, the humanistic scholar-teacher seeks to lead his students to understanding, even to value commitments.

The goal of the humanities component is to provide the intellectual environment in which the students may grow to become effective and responsible citizen teachers. This generalized goal may be specified more precisely within the framework of the traditional disciplines and skills peculiar to the field of humanities. The content of the humanities disciplines include: art, music, literature, philosophy, religion and history. Each of these disciplines demand and promote the acquisition of certain skills which may be identified as: communication, comprehension, and sensitivity. The capacity to communicate ideas in both written and oral form is essential equipment of the citizen-teacher. Logical analysis and respect for evidence necessarily accompany communication skills.

Both would be meaningless without the additional quality of sensitivity to ethical and esthetic values.

Given the humanities disciplines and skills identified above, we have tailored a program of instruction in the humanities for future elementary school teachers. The program calls for an introduction to the style of each discipline and experience in the practice of each discipline. Those ideas, themes and problems which recur in all disciplines are treated in an inter-disciplinary fashion. The two-year sequence of experience provides exercises in each of the skills--communication, comprehension and sensitivity--since a minimal level of performance in these skills is necessary for all future teachers.

The selection of content, the exercise in basic skills, and the organization of modules are designed to increase student insight into human behavior. How human beings act and why they behave as they do have been questions posed by artists, writers, and philosophers throughout western civilization. The behavioral sciences bring a new and important dimension to education, but these recent developments need not minimize the continuing credit the humanistic disciplines have in developing heightened awareness of what makes men responsible and sensitive human beings. The issues of human dignity and social justice, for example, are not ones which may be solved by managerial techniques alone. First, the vision of life's potentialities, the best and the worst, needs to be projected. The masters of such projections are the poets and philosophers who have left a reservoir of wisdom which education dares not neglect. The goal of the humanities component, then is not to provide conversational ammunition for "cultured" men and women, but to help future teachers become more skilled and compassionate participators in the human enterprise.

ORGANIZATION

The humanities component is organized as a two-year sequence of experiences in western civilization divided into two parts: Humanities I and II. Humanities III is an experience in non-western culture. Humanities I is a general introduction to the disciplines. We believe that the best procedure for introducing students to the fundamentals and the spirit of the humanities is to begin at the concrete level of the disciplines and move to the general and the abstract. This means the student should begin his study of the humanities with a workshop/laboratory experience in the disciplines of literature, art and music. After exposure to the questions of how a writer writes, how an artist works, and how music is composed, the student is ready for the broader perspectives an integrated presentation of the humanities offers. The large, complicated questions of culture have more meaning for the student after he has some introduction to the techniques of the discrete disciplines. The work of the first year is divided as follows: (1.) Introduction to Humanities (9 weeks); (2.) Literature as a Humanistic Field (7 weeks); (3.) Art as a Humanistic Field (7 weeks); and (4.) Music as a Humanistic Field (7 weeks). Detailed introduction, outline and experience modules for each part follow this general introduction.

The second year of humanities in General-Liberal Education (Humanities II) is constructed to explore some of the large, integrative issues of western man. Three divisions of the program cast different lights on these issues. "The Question of Value" (Part I) seeks to isolate the central ethical dilemmas of modern man and provide an examination of the classical responses to them. Students will be encouraged to develop their own responses to the moral issues of the present world. "Classics of the West" (Part II) presents major classical works of literature, art and music which characterize five ages of western civilization. "The American Quest"

(Part III) explores several of the major themes in American cultural history and provides the student with the opportunity to clarify his own image as a participant in American society.

Humanities III provides an experience in one of the cultures of the non-western world. In a rapidly changing world which one writer has characterized as being in the process of "retribalization", future teachers must have some exposure to the thoughts, institutions, arts, etc. of the non-western world. Such an exposure lessens cultural biases as the student explores other value systems, social structures, and personal needs. With the evolving needs generated by inner-city educational problems while teachers are primarily from other American Social groups, an openness to different cultural patterns is vital.

This program provides the student with the opportunity to study one of the major non-western cultures; Africa, India, or Southeast Asia. Eventually, three programs will be offered: "The Culture of Africa, " "The Culture of India" and "The Culture of Southeast Asia", and the student may choose from among them. For the purposes of this program model, only the experience on Africa is presented, but it may serve as a paradigm for the other two programs.

Each part of the humanities performs a different function in the overall plan, but they all share the common goal of involving students in the great issues of their heritage. In addition to required readings, common to all students, the students have built-in options at various stages in the program which engage the students in the responsibility for planning a part of their academic program. Writing exercises are designed for each phase of the program. By writing in a variety of formats--essay, precis, journal, book review, workshop report, and creative forms such as poetry and fiction--the students have the opportunity to grow in verbal communication skills. A close working relationship between instructor and student is designed to review writing habits, identify communication problems and encourage improvement on an individual basis.

The organization of learning experiences provides for a multiplicity of learning settings. Material has been adapted to its most appropriate setting. Large lectures are suggested for that material which most benefits from mass presentation. Likewise, there are studio sessions for art and dance, small group discussions for philosophic issues, team study for problems, independent research for individualized study, and tutorials for review of writing. The aim of the humanities component is to match method with media and materials to present a consistent pattern which correlates what is taught with how it is taught. The first principle in effecting this correlation is the acceptance of students as human beings. Such acceptance implies: (a) that students can carry responsibility for their own educational growth, (b) that they need to be free to make choices about a significant portion of their educational experience, and (c) that they live in an environment which provides the occasions for development in discipline and skills which make free choices possible.

UNIQUE ELEMENTS IN THE HUMANITIES COMPONENT

Most humanities courses presently operating in general education programs are survey courses. There results a certain tyranny of chronology in the survey approach. Instructors often feel they cheat their students if they "leave anything out" as they try to cover western civilization. The program outlined here attempts to break away from surveying culture by presenting the student with concepts, ideas, themes and experience in western culture as they are organized by the traditional academic disciplines. Academic knowledge is a function of the particular disciplines and the first exposure to this humanities education is in disciplines such as Literature, Art and Music.

Wherever possible students in this program are challenged to work on their own, or on teams with their peers. The conviction of the humanities planning committee is that the very essence of humanities consists in participation, involvement with ideas, concepts and materials in order to create a personal

understanding and response to civilized life. No professor can do a student's thinking, believing, and creating for him. So the humanities modules describe a sequence of experience which promotes student activity in the humanistic disciplines, and not professorial activity. The effort is to move students from the role of passive recipient to one of active participant.

A close correlation between writing assignments and content is designed into the program. Rather than creating a separate experience in writing skills, the humanities modules combine writing exercises with the relevant materials under investigation. Writing improvement is treated as improvement in communicating important and necessary ideas. Individualized problems in writing are treated on a personal basis, allowing students to develop at their unique paces.

The students who will undertake this humanities program are a selected clientele, i.e., they are all future teachers. With this in mind, the program seeks to make explicit the teaching methodologies peculiar to the humanities. Instead of presenting an image of the artful master who magically pulls wisdom out of the hat, the instructor implementing these modules must be perfectly open with his students. He must emphasize how he came to know what he seeks to teach, why he presents material as he does, and what the goal or aim of his instructional activities are. The images of the profession of teaching will, thus, be those of a seeker, an experimenter and an innovator. The open-ended nature of humanistic learning will, by this design, be implicit in all that is done.

This component in the Behavioral Science Elementary Teacher Education Program was developed by the following persons.

General - Liberal - Humanities

Dr. Reed Baird	Humanities II, The American Quest
Dr. J. Bruce Burke	Coordinator and Humanities II, The Question of Value
Dr. Alexander Butler	Humanities II, Classics of the West
Dr. Fred Carlisle	Humanities I, Literature
George Graber	Humanities I, Literature
Charles House	Humanities III, Sub- Sahara African Civilization
Dr. Roy Matthews	Humanities I, Introduction
Dr. Louise Sause	Editorial Assistant
Dr. Francis Shoemaker	Consultant
Dr. Robert Sidnell	Humanities I, Music
Nancy Stackhouse	Humanities I, Art

INTRODUCTION TO THE HUMANITIES

OVERVIEW

An Introduction to the Humanities, the first nine weeks of Humanities I, exposes the student to the definitions and terminology, the purposes and methodology, and the component parts of the humanities. The traditional disciplines identified with the humanities are defined and studied in order to promote the acquisition of certain skills: communication, comprehension and sensitivity. The primary purpose of an introduction to humanities, however, is to aid the student in acquiring the first two of these skills, communication and comprehension, through writing, speaking, and logical analysis so that he is better prepared to achieve sensitivity in constructing his aesthetic and ethical values.

The student, therefore, begins his study at the most fundamental level by examining the purposes, principles and definitions of the humanities. After a brief survey of the components of the field (history, philosophy, religion, literature, art and music), the student investigates six case studies based on specific examples drawn from each discipline. Surveys of the six components, through formal lectures, small discussion sessions, films and assigned papers, improves the student's skills in communication and comprehension.

Having acquired an understanding of the goals and importance of the humanities in a liberal education and after being introduced to the basic parts of the Humanities, the student then can begin to discern how the specific content of the six case studies raises the questions of "What is man?" "What is the good, the true and the beautiful?" and "What should men live for?" The case studies, therefore, serve not only as sources of information but they also pave the way for a deeper probing of human behavior in search of answers to questions that men have asked in the past and ask in the present. At the

end of the nine week session, the student is ready to experience, personally, the processes of humanistic endeavors in literature, art and music.

*OBJECTIVES	TO INTRODUCE AND TO ORIENTATE THE NEW STUDENT TO THE BASIC STUDY AREAS FOR THE HUMANITIES, TO SUPPLY MATERIAL AND INFORMATION FOR FUTURE CLASSES AND TO GAIN A DEFINITION OF THE WORD HUMANITIES,	00172016 00172017 00172018 00172019
*PREREQUISITE	NONE	00172020
*EXPERIENCE	LISTENING TO THE INTRODUCTORY LECTURE BY THE INSTRUCTOR WHO WILL: (1) RAISE AND ANSWER THE QUESTION OF WHY STUDY THE HUMANITIES; (2) OUTLINE AND DEFINE THE SIX BASIC STUDY AREAS OF THE HUMANITIES; (3) HAND OUT COURSE SYLLABUS, BIBLIOGRAPHY, INFORMATION SHEETS AND ASSIGNMENT SCHEDULE,	00172011 00172012 00172013 00172014 00172015
*SETTING	LARGE GROUP, COLLEGE	00172010
*MATERIALS	BLANK	00172005
*LEVEL	ALL GRADES	00172008
*GENERAL	ALL CANDIDATES	00172007
*HOURS	1	00172006
*EVALUATION	LIST THE SIX BASIC STUDY AREAS AND DISCUSS WITH PROFESSOR EXPLANATIONS AND REASONS WHY ONE STUDIES THE HUMANITIES,	00172021 00172022
*FILE	DEFINING THE HUMANITIES INTRODUCING LECTURE PROCEDURE	00172009

*OBJECTIVES	TO INTRODUCE THE STUDENT TO THE OPINIONS AND DEFINITIONS OF A RECOGNIZED SCHOLAR OF HUMANISTIC STUDIES,	00173018 00173019 00173020
*PREREQUISITE	MODULE 172	00173020
*EXPERIENCE	READING THE ESSAY, A DEFINITION OF THE HUMANITIES BY R.B. PERRY IN THE MEANING OF THE HUMANITIES, PP.3-42-TO ACQUIRE A DEFINITION OF THE TERM, HUMANITIES, TO NOTE THE TIME WHEN THE ESSAY WAS WRITTEN AND TO COMPARE AND CONTRAST THE AUTHOR'S IDEAS AND OPINIONS TO THOSE EXPRESSED IN CLASS IN PREPARATION FOR A WRITTEN ASSIGNMENT AND FORTHCOMING LECTURE IN MODULE 175,	00173011 00173012 00173013 00173014 00173015 00173016 00173017
*SETTING	INDEPENDENT, COLLEGE	00173010
*MATERIALS	BLANK	00173005
*LEVEL	ALL GRADES	00173008
*GENERAL	ALL CANDIDATES	00173007
*HOURS	1	00173006
*EVALUATION	TO DISCUSS PERRY'S DEFINITIONS OF THE HUMANITIES, TO RECITE THE AUTHOR'S CONDITIONS FOR DEFINING THE TERM AND THE STUDY'S PREREQUISITES; TO CONSTRUCT HIS HISTORICAL STUDY OF THE RISE OF HUMANISTIC SCHOLARSHIP; TO COMPARE AND CONTRAST THE HUMANITIES TO THE SOCIAL SCIENCES AND NATURAL SCIENCES BY PERRY'S TECHNIQUES	00173021 00173022 00173023 00173024 00173025 00173026
*FILE	DEFINING THE HUMANITIES READING R B PERRY	00173009

*OBJECTIVES	TO EXPRESS, IN WRITTEN TERMS, THE KNOWLEDGE OF THE TERMINOLOGY OF THE HUMANITIES, THE STUDIES BASIC DISCIPLINES OF CATEGORIES AND ITS THEORIES,	00174018 00174019 00174020 00174021
*PREREQUISITE	MODULE 173	00174021
*EXPERIENCE	DEFINING THE HUMANITIES STUDENT, AFTER READING THE ASSIGNMENT IN MODULE 173, IS TO WRITE A 1-2 PAGE PAPER ON A PERSONAL EXPERIENCE TO DEMONSTRATE THAT HE CAN IDENTIFY PERRY'S DEFINITION OF THE HUMANITIES AND RELATE THIS DEFINITION TO HIS OWN PERSONAL EXPERIENCES OF READING IN LITERATURE, LISTENING TO MUSIC, GOING TO A MUSEUM, STUDYING RELIGION, PHILOSOPHY OR HISTORY, INDEPENDENT, COLLEGE	00174011 00174012 00174013 00174014 00174015 00174016 00174017 00174010 00174005 00174008 00174007 00174006
*SETTING		
*MATERIALS	BLANK	00174022
*LEVEL	ALL GRADES	00174023
*GENERAL	ALL CANDIDATES	00174024
*HOURS	2	00174025
*EVALUATION	READING AND ISSUING OF PAPERS BY TEACHER TO DISCOVER IF STUDENT HAS GAINED KNOWLEDGE OF TERMINOLOGY, CATEGORIES AND THEORIES AND CAN RELATE THEM TO HIS OWN PERSONAL EXPERIENCES,	00174009
*FILE	DEFINING THE HUMANITIES COMPOSITION R.B. PERRY	

*OBJECTIVES	TO EMPHASIZE THE IMPORTANCE OF THE STUDY OF THE HUMANITIES AS PART OF A STUDENT'S EDUCATIONAL EXPERIENCES AND TO INTRODUCE A COMPARATIVE STUDY OF THE HUMANITIES TO NATURAL SCIENCE AND SOCIAL SCIENCE IN ORDER TO ACQUAINT THE STUDENT WITH VARIOUS METHODOLOGIES OF INQUIRY AND INTELLECTUAL APPROACHES TO THE SEARCH FOR TRUTHS,	00175019 00175020 00175021 00175022 00175023 00175024 00175025
*PREREQUISITE	MODULES 173, 174	00175012
*EXPERIENCE	LISTENING TO A FORMAL LECTURE ON THE ROLE OF HUMANITIES IN MODERN DAY COLLEGE EDUCATION IN WHICH THE IMPORTANCE AND VALUE OF HUMANISTIC STUDIES ARE DISCUSSED, R.B. PERRY'S IDEAS ARE RELATED TO THE INSTRUCTOR'S OPINIONS, A COMPARISON OF THE HUMANITIES TO THE SOCIAL SCIENCE AND NATURAL SCIENCES IS MADE AND THE RELATIONSHIP OF THE HUMANITIES TO THE TEACHER EDUCATION CURRICULUM ARE NOTED,	00175013 00175014 00175015 00175016 00175017 00175018 00175011 00175005 00175008 00175007 00175006
*SETTING	LARGE GROUP, COLLEGE	00175026
*MATERIALS	BLANK	00175027
*LEVEL	ALL GRADES	00175028
*GENERAL	ALL CANDIDATES	00175029
*HOURS	1	00175009 00175010
	TO ASSOCIATE LECTURER'S DEFINITION AND INTERPRETATIONS WITH PERRY'S IDEAS AND WITH HIS OWN WRITTEN ASSIGNMENT AND TO COMPARE AND CONTRAST THE APPROACHES AND METHODOLOGIES IN THE HUMANITIES, NATURAL SCIENCES AND SOCIAL SCIENCES,	
*FILE	DEFINING THE HUMANITIES IMPORTANCE OF THE HUMANITIES R.B. PERRY	

*OBJECTIVES	TO GAIN KNOWLEDGE OF SPECIFIC FACTS (DATES, EVENTS, PERSONS, PLACES) AND KNOWLEDGE OF TRENDS AND SEQUENCES RELATIVE TO THE POSITION OF THE HUMANITIES IN HISTORY AND TO GAIN SOME UNDERSTANDING OF THE ROLE HUMANITIES HAS PLAYED IN THE HISTORY OF WESTERN CIVILIZATION AND UNIVERSITIES,	00176016 00176017 00176018 00176019 00176020 00176021 00176022
*PREREQUISITE	MODULES 173 AND 175	00176011
*EXPERIENCE	READING ASSIGNMENT OF AUGUST C. KREY, HISTORY AND THE	

	HUMANITIES IN THE MEANING OF THE HUMANITIES, PP. 45-87 IN ORDER TO GAIN SOME UNDERSTANDING OF THE HISTORICAL BASIS AND DEVELOPMENT OF THE HUMANITIES IN PREPARATION FOR THE LECTURE IN MODULE 006.	00176012 00176013 00176014 00176015
*SETTING	INDEPENDENT, COLLEGE	00176010
*MATERIALS	BLANK	00176005
*LEVEL	ALL GRADES	00176008
*GENERAL	ALL CANDIDATES	00176007
*HOURS	1	00176006
*EVALUATION	LIST HUMANISTS, THE SCHOOLS OF HUMANISTIC THOUGHT MOVEMENTS AND DEVELOPMENTS IN THE STUDY OF THE HUMANITIES SINCE THE RENAISSANCE AND IDENTIFY KREY'S OPINIONS ON WHEN THE HUMANISTIC STUDIES BEGAN AND THEIR ROLE AND PLACE IN PRESENT DAY COLLEGE CURRICULUM,	00176023 00176024 00176025 00176026 00176027
*FILE	DEFINING THE HUMANITIES READING A,C, KREY	00176009

*OBJECTIVES	TO SUPPLEMENT THE STUDENT'S KNOWLEDGE ON THE ORIGINS OF THE HUMANITIES WHICH HE HAS GAINED FROM PREVIOUS MODULES AND TO COMPLEMENT THIS STUDY WITH ADDITIONAL MATERIAL,	00177016 00177017 00177018
*PREREQUISITE	MODULE 176	00177019
*EXPERIENCE	LISTENING TO A FORMAL LECTURE ON THE HISTORICAL BACKGROUND ORIGINS AND DEVELOPMENTS OF THE HUMANITIES AND NOTING THE SPECIFIC EXAMPLES OF RENAISSANCE SCHOLARS AND SCHOOLS OF THOUGHT AND RELATING THESE STUDIES AND THEIR ACCOMPLISHMENTS TO THE FURTHERING OF HUMANISTIC STUDIES,	00177011 00177012 00177013 00177014 00177015
*SETTING	LARGE GROUP, COLLEGE	00177010
*MATERIALS	BLANK	00177005
*LEVEL	ALL GRADES	00177008
*GENERAL	ALL CANDIDATES	00177007
*HOURS	1	00177006
*EVALUATION	COMPARE AND CONTRAST LECTURER'S OPINIONS AND INFORMATION, WITH KREY'S ARTICLE, COMPARE AND CONTRAST THE RENAISSANCE SCHOLARS DEFINITIONS OF HUMANITIES WITH PRESENT DAY DEFINITIONS,	00177020 00177021 00177022 00177023
*FILE	DEFINING THE HUMANITIES HISTORICAL SURVEY A,C, KREY	00177009

*OBJECTIVES	TO INCREASE THE STUDENT'S AWARENESS OF THE ROLE OF HISTORY IN THE HUMANITIES AND TO INTRODUCE HIM TO A FEW SELECT THEORIES OF HISTORY,	00178018 00178019 00178020
*PREREQUISITE	NONE	00178021
*EXPERIENCE	READING CHAPTERS 1,3,4,5,6,8,12,(34PP) IN GUSTAVSON A PREFACE TO HISTORY SO THAT THE STUDENT WILL BE INTRODUCED TO SUCH TERMS AS THE HISTORICAL-MINDED PERSON, WILL HEAR ABOUT THE SOCIAL FORCES OF HISTORY, THE CHARACTERISTICS OF HISTORICAL CAUSATION, CONCEPTS OF REVOLUTIONS AND THE ROLE OF IDEAS IN HISTORY IN PREPARATION FOR MODULE 179,	00178011 00178012 00178013 00178014 00178015 00178016 00178017
*SETTING	INDEPENDENT, BLANK	00178010
*MATERIALS	BLANK	00178005
*LEVEL	ALL GRADES	00178008
*GENERAL	ALL CANDIDATES	00178007
*HOURS	2	00178006
*EVALUATION	TEST THE STUDENT IN MODULE 008 DISCUSSION BY IDENTIFYING SOCIAL FORCES, HISTORICAL CAUSATION, CONCEPTS OF REVOLUTIONS AND THE ROLE OF IDEAS IN HISTORY,	00178022 00178023 00178024
*FILE	SIX AREAS OF HUMANITIES HISTORY AND HUMANITIES GUSTAVSON	00178009

*OBJECTIVE	TO RELATE THE SIMILARITIES AND DIFFERENCES BETWEEN THE STUDY OF HISTORY AND THE AREA OF THE HUMANITIES AS A DISCIPLINE,	00179020
*PREREQUISITE	MODULE 178	00179021
*EXPERIENCE	INSTRUCTOR SHOULD BEGIN THE DISCUSSION ON THE BASIS AND VIEW POINT OF THE HISTORIAN'S APPROACH TO HIS DISCIPLINE; NOTE THE HISTORIAN'S IDEAS ON THE ROLE AND USE OF THE STUDY OF HISTORY AND THE METHODOLOGY OF STUDYING HISTORY, THEN DIRECT DISCUSSION INTO THE STUDY OF HISTORY AS PART OF THE STUDY OF THE HUMANITIES, ASK THE CLASS ABOUT THE RELATIONSHIPS OF HISTORY TO THE HUMANITIES AND INQUIRE IF AND HOW DOES THE STUDY OF HISTORY HELP THE STUDENT TO SEEK ANSWERS TO THE QUESTION OF WHO HE IS AND WHY HE IS,	00179022 00179023 00179011 00179012 00179013 00179014 00179015 00179016 00179017 00179018 00179019
*SETTING	SMALL GROUP (1-12 STUDENTS)	00179010
*MATERIALS	BLANK	00179005
*LEVEL	ALL GRADES	00179008
*GENERAL	ALL CANDIDATES	00179007
*HOURS	1	00179006
*EVALUATION	DISCUSS THE READING ASSIGNMENT IN MODULE 178 IN CLASS AND ASK STUDENTS ABOUT GUSTAVSON'S CONCEPT OF HISTORY, HISTORICAL-MINDED ATTITUDES, HIS IDEAS ON SOCIAL FORCES, REVOLUTIONS, IDEAS IN HISTORY AND RELATE THIS TO THE PROFESSOR'S OPINIONS AND HAVE STUDENTS COMPARE AND CONTRAST THE TWO SCHOOLS OF THOUGHT,	00179024 00179025 00179026 00179027 00179028 00179029
*FILE	SIX AREAS OF HUMANITIES HISTORY AND HUMANITIES DISCUSSION	00179009
*OBJECTIVES	TO ACQUIRE AN UNDERSTANDING OF THE MOTIVES, AIMS, PRINCIPLES AND SOURCES OF PHILOSOPHY AND TO RELATE PHILOSOPHY TO THE HUMANITIES,	00180016 00180017 00180018
*PREREQUISITE	NONE	00180019
*EXPERIENCE	READING CHAPTERS 1 AND 2 IN THE WAY TO WISDOM, AN INTRODUCTION TO PHILOSOPHY BY KARL JASPERS (20PP,) IN ORDER TO PREPARE STUDENT FOR DISCUSSION (MODULE 181) WITH PARTICULAR EMPHASIS ON THE DIFFERENCES BETWEEN PHILOSOPHY AND SCIENCE, AIMS OF PHILOSOPHY AND SOURCES OF PHILOSOPHY,	00180011 00180012 00180013 00180014 00180015
*SETTING	INDEPENDENT, COLLEGE	00180010
*MATERIALS	BLANK	00180005
*LEVEL	ALL GRADES	00180008
*GENERAL	ALL CANDIDATES	00180007
*HOURS	1	00180006
*EVALUATION	TEST THE STUDENT IN MODULE 181 DISCUSSION BY HAVING HIM DIFFERENTIATE BETWEEN PHILOSOPHY AND SCIENCE, RECITE HISTORICAL ORIGINS OF THE WORD PHILOSOPHY, LIST AIMS, MOTIVES AND SOURCES OF PHILOSOPHY,	00180020 00180021 00180022 00180023
*FILE	SIX AREAS OF HUMANITIES PHILOSOPHY AND HUMANITIES JASPERS	00180009
*OBJECTIVES	TO RELATE THE SIMILARITIES AND DIFFERENCES BETWEEN THE STUDY OF PHILOSOPHY AND THE AREA OF THE HUMANITIES AS A DISCIPLINE,	00181022 00181023 00181024
*PREREQUISITE	MODULE 180	00181025
*EXPERIENCE	INSTRUCTOR SHOULD BEGIN THE DISCUSSION ON THE BASIS AND VIEWPOINT OF THE PHILOSOPHER'S APPROACH TO HIS DISCIPLINE; NOTE THE PHILOSOPHER'S IDEAS AND THE ROLE AND PROPOSE OF THE STUDY OF PHILOSOPHY AND THE SOURCES OF PHILOSOPHY, THEN, DIRECT DISCUSSION INTO THE STUDY OF PHILOSOPHY AS PART OF THE STUDY OF THE HUMANITIES, ASK THE CLASS ABOUT THE RELATIONSHIP OF PHILOSOPHY TO THE HUMANITIES AND INQUIRE IF AND HOW DOES THE STUDY OF PHILOSOPHY HELP THE STUDENT TO SEEK ANSWERS TO THE QUESTION OF WHO HE IS AND WHY HE IS,	00181012 00181013 00181014 00181015 00181016 00181017 00181018 00181019 00181020 00181021

*SETTING	SMALL GROUP (1-12 STUDENTS)	00181011
*MATERIALS	BLANK	00181005
*LEVEL	ALL GRADES	00181008
*GENERAL	ALL CANDIDATES	00181007
*HOURS	1	00181006
*EVALUATION	DISCUSS THE READING ASSIGNMENT IN MODULE 008 IN CLASS AND ASK STUDENTS ABOUT JASPER'S IDEAS ON WHAT IS PHILOSOPHY AND WHAT ARE ITS AIMS, MOTIVES AND SOURCES AND RELATE THIS TO THE PROFESSOR'S OPINIONS AND HAVE STUDENTS COMPARE AND CONTRAST THE TWO SCHOOLS OF THOUGHT,	00181026 00181027 00181028 00181029 00181030
*FILE	SIX AREAS OF HUMANITIES PHILOSOPHY AND HUMANITIES DISCUSSION	00181009 00181010

*OBJECTIVE	TO INTRODUCE THE STUDENT TO THE STUDY OF RELIGION AND ITS RELATIONSHIP TO HUMANITIES AND TO THE OTHER AREAS OF THE HUMANITIES, SPECIFICALLY PHILOSOPHY,	00182017 00182018 00182019
*PREREQUISITE	NONE	00182020
*EVALUATION	TEST THE STUDENT IN DISCUSSION (MODULE 183) BY HAVING HIM READ CHAPTER 2 IN NATURE MEN AND GOD BY WILLIAM TEMPLE (28PP), THE TENSION BETWEEN PHILOSOPHY AND RELIGION A PREPARATION FOR DISCUSSION (MODULE 183), PARTICULAR EMPHASIS SHOULD BE NOTED BY STUDENT REGARDING TEMPLE'S IDEAS ON RELIGION AND PHILOSOPHY, THE BASIS OF THEIR DIFFERENCES AND THE ROLE OF EVIL IN THE WORLD,	00182021 00182011 00182012 00182013 00182014 00182015 00182016
*SETTING	INDEPENDENT, COLLEGE	00182010
*MATERIALS	BLANK	00182009
*LEVEL	ALL GRADES	00182008
*GENERAL	ALL CANDIDATES	00182007
*HOURS	1	00182006
	LIST THE CATEGORIES OF PHILOSOPHY AND RELIGION, RECITE HISTORICAL EXAMPLES FOR THE CAUSES OF CONFLICT BETWEEN PHILOSOPHY AND RELIGION AND EFFORTS TO RECONCILE CONFLICT, COMPARE AND CONTRAST DIFFERENT PRINTS OF REFERENCE AND GOALS OF PHILOSOPHY AND RELIGION IN THEIR SEARCH FOR THE TRUTH,	00182022 00182023 00182024 00182025 00182026 00182027
*FILE	SIX AREAS OF HUMANITIES RELIGION AND HUMANITIES TEMPLE	00182009

*OBJECTIVES	TO RELATE THE SIMILARITIES AND DIFFERENCES BETWEEN THE STUDIES OF PHILOSOPHY AND RELIGION AND THEIR ULTIMATE GOALS IN THE SEARCH FOR TRUTH AND TO ACQUAINT THE STUDENT WITH USE OF THE STUDY OF RELIGION (THEOLOGY) AS AN AREA OF THE HUMANITIES,	00183022 00183023 00183024 00183025 00183026
*PREREQUISITE	MODULE 182	00183027
*EXPERIENCE	INSTRUCTOR SHOULD BEGIN THE DISCUSSION ON THE BASIS AND VIEWPOINT OF THE THEOLOGIAN'S APPROACH TO HIS DISCIPLINE ASKING WHAT IS THE PURPOSE OF THE STUDY OF THEOLOGY, WHAT ARE ITS BASIC ASSUMPTIONS, PURPOSES AND GOALS, THEN, DIVERT THE DISCUSSION INTO THE STUDY OF RELIGION AS PART OF THE STUDY OF THE HUMANITIES, ASK THE CLASS ABOUT THE RELATIONSHIP OF THEOLOGY AND THE STUDY OF RELIGION OR JUST RELIGION PER SE, TO THE HUMANITIES AND INQUIRE IF AND HOW DOES THE STUDY OF RELIGION AND RELIGION AID THE STUDENT TO SEEK ANSWERS TO THE QUESTION OF WHO HE IS OR WHY HE IS,	00183012 00183013 00183014 00183015 00183016 00183017 00183018 00183019 00183020 00183021
*SETTING	SMALL GROUP (1-12 STUDENTS)	00183011
*MATERIALS	BLANK	00183005
*LEVEL	ALL GRADES	00183008
*GENERAL	ALL CANDIDATES	00183007
*HOURS	1	00183006
*EVALUATION	DISCUSS THE READING ASSIGNMENT IN MODULE 182 IN CLASS AND	00183028

	ASK STUDENTS ABOUT TEMPLE'S IDEAS ON WHAT IS RELIGION AND	00183029
	THE STUDY OF RELIGION AND HOW DOES IT RELATE TO PHILOSOPHY	00183030
	SCIENCE AND TO THE AREA OF INQUIRY CALLED HUMANITIES,	00183031
*FILE	SIX AREAS OF HUMANITIES RELIGION AND HUMANITIES	00183009
	DISCUSSION	00183010

*OBJECTIVES	TO ACQUAINT THE STUDENT WITH VARIOUS FORMS OF LITERATURE	00184017
	AND TO PREPARE HIM FOR A DISCUSSEN OF LITERATURE AS A	00184018
	PART OF THE HUMANITIES,	00184019
*PREREQUISITE	NONE	00184020
*EXPERIENCE	READING CHAPTERS 11,12,16 IN DUDLEY AND FARICY, THE	00184012
	HUMANITIES (53PP) IN PREPARATION FOR DISCUSSION (MODULE	00184013
	185) ON THE TYPES, CLASSIFICATIONS, CATEGORIES AND	00184014
	TERMINOLOGY OF LITERATURE AND ITS RELATIONSHIP TO THE	00184015
	HUMANITIES,	00184016
*SETTING	INDEPENDENT, COLLEGE	00184011
*MATERIALS	BLANK	00184005
*LEVEL	ALL GRADES	00184008
*GENERAL	ALL CANDIDATES	00184007
*HOURS	2	00184006
*EVALUATION	ASK THE STUDENT IN DISCUSSEN (MODULE 185) TO LIST THE	00184021
	DEFINITIONS OF TERMS, TO IDENTIFY KINDS OF IMAGERY AND	00184022
	CITE EXAMPLES, CONSTRAST SENTENCES AND WRITE POEMS OF	00184023
	VARIOUS EXAMPLES OF TONE COLOR, METER, RHYTHM,	00184024
*FILE	SIX AREAS OF HUMANITIES LITERATURE AND HUMANITIES	00184009
	DUDLEY-FARICY	00184010

*OBJECTIVES	TO RELATE THE CONNECTION OF LITERATURE (AS A METHODOLOGY	00185021
	AND TECHNIQUE) TO THE HUMANITIES,	00185022
*PREREQUISITE	MODULE 184	00185023
*EXPERIENCE	INSTRUCTOR SHOULD OPEN DISCUSSION BY NOTING THE	00185012
	METHODOLOGY, TERMINOLOGY AND DEFINITIONS USED IN	00185013
	LITERATURE AS WORDS OF EXPRESSION AND TECHNIQUES OF	00185014
	COMMUNICATION. HE SHOULD NOTE THE ROLE AND PURPOSE OF	00185015
	LITERATURE AND THE STUDY OF LITERATURE AS IT RELATES TO	00185016
	THE HUMANITIES, ASK THE CLASS ABOUT THE RELATIONSHIP OF	00185017
	LITERATURE TO THE HUMANITIES AND GET THE CLASS TO EXPRESS	00185018
	OPINIONS ON HOW LITERATURE AIDS THE INDIVIDUAL TO SEEK	00185019
	ANSWERS TO THE QUESTIONS OF WHO HE IS AND WHY HE IS,	00185020
*SETTING	SMALL GROUP (1-12 STUDENTS)	00185011
*MATERIALS	BLANK	00185005
*LEVEL	ALL GRADES	00185008
*GENERAL	ALL CANDIDATES	00185007
*HOURS	1	00185006
*EVALUATION	DISCUSS THE READING ASSIGNMENT IN MODULE 010 IN CLASS AND	00185024
	ASK STUDENTS ABOUT THE FORMS AND TYPES OF LITERATURE,	00185025
	HAVE STUDENTS WRITE EXAMPLES OF THE TERMS AND METHODS	00185026
	USED IN LITERATURE AND COMPARE AND CONTRAST THE PROFESSORS	00185027
	OPINIONS TO THOSE OF THE AUTHOR AS TO THE ROLE OF	00185028
	LITERATURE AND THE HUMANITIES,	00185029
*FILE	SIX AREAS OF HUMANITIES LITERATURE AND HUMANITIES	00185009
	DISCUSSION	00185010

*OBJECTIVES	TO RELATE THE ROLE OF ART TO THE HUMANITIES AND TO	00186015
	INTRODUCE THE SUBJECT OF ART AS AN ACADEMIC STUDY AND AS A	00186016
	PERSONAL EXPERIENCE,	00186017
*PREREQUISITE	NONE	00186018
*EXPERIENCE	READING CHAPTERS 1-4 IN DUDLEY AND FARICY, THE HUMANITIES	00186011

	(76PP,) IN PREPARATION FOR DISCUSSION (MODULE 017) ON THE	00186012
	REASONS WHY THERE IS ART, ITS SOURCES OF SUBJECTS AND	00186013
	FUNCTIONS.	00186014
*SETTING	[INDEPENDENT], COLLEGE	00186010
*MATERIALS	BLANK	00186005
*LEVEL	ALL GRADES	00186008
*GENERAL	ALL CANDIDATES	00186007
*HOURS	2	00186006
*EVALUATION	ASK THE STUDENT IN DISCUSSION (MODULE 017) TO LIST THE	00186019
	THREE BASIC ASSUMPTIONS OF ART, IDENTIFY SIX FORMS	00186020
	(SUBJECT, FUNCTION, REALISM	00186021
	(SUBJECT, FUNCTION, REALISM ETC.), NAME THE SOURCES OF ART	00186022
	SUBJECTS,	00186023
*FILE	SIX AREAS OF HUMANITIES ART AND HUMANITIES DUDLEY-FARICY	00186009
*OBJECTIVES	TO EXPOSE THE STUDENT TO THE VISUAL SIDE PART THROUGH	00187018
	FILMS, TO RELATE FILM TO READING ASSIGNMENT (MODULE 186)	00187019
	AND TO PREPARE STUDENT TO ASK QUESTIONS ABOUT THE ROLE OF	00187020
	ART IN RELATIONSHIP TO THE HUMANITIES,	00187021
*PREREQUISITE	MODULE 186	00187022
*EXPERIENCE	VIEWING THE FILM-ART, WHAT IS IT, (ENCYCLOPEDIA BRITANNICA)	00187011
	IN PREPARATION FOR DISCUSSION (MODULE 188) AND AS A	00187012
	COMPLEMENTARY EXPERIENCE TO MODULE 015, STUDENT SHOULD	00187013
	PAY SPECIAL ATTENTION TO THE VARIOUS SCHOOL OF ART,	00187014
	FUNCTIONS OF ART AND TO THE QUESTIONS OF WHY DOES MAN	00187015
	PAINT, WHAT DOES ART TELL US ABOUT MEN AND HOW DOES MAN	00187016
	FIND ANSWERS TO QUESTIONS ABOUT HIMSELF IN ART,	00187017
*SETTING	LARGE GROUP, COLLEGE	00187010
*MATERIALS	BLANK	00187005
*LEVEL	ALL GRADES	00187008
*GENERAL	ALL CANDIDATES	00187007
*HOURS	1/2	00187006
*EVALUATION	IN DISCUSSION (MODULE 188) HAVE STUDENT RECITE THE ANSWERS	00187023
	TO QUESTIONS, RAISED IN FILM, AS TO WHY MAN PAINTS, LIST	00187024
	THE SCHOOLS OF ART, NOTE HISTORICAL PERIODS OF STYLES AND	00187025
	SCHOOLS,	00187026
*FILE	SIX AREAS OF HUMANITIES ART AND HUMANITIES FILM	00187009
*OBJECTIVES	TO RELATE THE CONNECTION OF ART (BY DEFINITION, SOURCES OF	00188020
	SUBJECTS AND FUNCTION) TO THE HUMANITIES,	00188021
*PREREQUISITE	MODULES 186, 187	00188022
*EXPERIENCE	INSTRUCTOR SHOULD OPEN DISCUSSION BY ELABORATING UPON	00188011
	THE BASIC ASSUMPTIONS OF ART AND ELICITING A DISCUSSION	00188012
	ON THE SUBJECTS AND SOURCES OF SUBJECTS USED BY ARTISTS,	00188013
	THE FUNCTION OF ART, AS EXPLAINED IN TEXT AND FILM AND AS	00188014
	UNDERSTOOD BY THE STUDENTS, SHOULD BE EXPLORED, ALL OF	00188015
	THESE TOPICS SHOULD BE NOTED IN RELATIONSHIP TO THE	00188016
	HUMANITIES, AND THE INSTRUCTOR SHOULD GET THE CLASS TO	00188017
	EXPRESS THEIR IDEAS ON HOW ART AIDS THE INDIVIDUAL TO SEEK	00188018
	ANSWERS TO THE QUESTIONS OF WHO HE IS AND WHY HE IS,	00188019
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00188010
*MATERIALS	BLANK	00188005
*LEVEL	ALL GRADES	00188008
*GENERAL	ALL CANDIDATES	00188007
*HOURS	1/2	00188006
*EVALUATION	DISCUSS THE ASSIGNMENTS IN MODULES 186 AND 187 CLASS AND	00188023
	AND ASK STUDENTS ABOUT THE ASSUMPTIONS OF ART, CONTRAST	00188024
	THE PROFESSORS OPINIONS ON ART TO THESE NOTED BY THE	00188025
	AUTHORS OF READING AND IN THE FILM,	00188026
*FILE	SIX AREAS OF HUMANITIES ART AND HUMANITIES DISCUSSION	00188009

*OBJECTIVES	TO ACQUAINT THE STUDENT WITH THE BASIC TERMS, CATEGORIES, FORMS AND DEFINITIONS IN MUSIC AND TO RELATE THEM TO THE HUMANITIES,	00189016 00189017 00189018
*PREREQUISITE	NONE	00189019
*EXPERIENCE	READING CHAPTERS 7,10,15 IN DUDLEY AND FARICY, THE HUMANITIES (75PP,) IN PREPARATION FOR DISCUSSION (MODULE 190) ON THE TYPES, TERMINOLOGY AND CLASSIFICATIONS OF MUSIC AND THE STUDY OF MUSIC AS IT RELATES TO THE HUMANITIES,	00189011 00189012 00189013 00189014 00189015
*SETTING	INDEPENDENT, COLLEGE	00189010
*MATERIALS	BLANK	00189005
*LEVEL	ALL GRADES	00189008
*GENERAL	ALL CANDIDATES	00189007
*HOURS	2	00189006
*EVALUATION	IN DISCUSSION (MODULE 190) WHERE STUDENT LIST THE COMPONENT PARTS OF OUR ORCHESTRA AND TYPES OF INSTRUMENTS DEFINE AND RECITE EXAMPLES OF RHYTHM, METER, MELODY, HARMONY ETC, LIST TYPES OF MUSIC,	00189020 00189021 00189022 00189023
*FILE	SIX AREAS OF HUMANITIES MUSIC AND HUMANITIES DUDLEY-FARICY	00189009

*OBJECTIVES	TO RELATE THE CONNECTION OF MUSIC TO THE HUMANITIES,	00190019
*PREREQUISITE	MODULE 189	00190020
*EXPERIENCE	INSTRUCTOR SHOULD BEGIN DISCUSSION BY NOTING THE MEDIUMS OF MUSIC AND HOW SOUND MADE BY ORCHERTRA (PERHAPS DISCUSS THE INSTRUMENTS), RELATING ART AND MUSIC AND CALLING FOR A DISCUSSION BY CLASS ON THE FUNCTION OF MUSIC, TOPICS SHOULD BE TIED INTO THE HUMANITIES AND NOTE HOW MUSIC IS AN EXPRESSION AND PART OF THE HUMANITIES AND SEE HOW IT AIDS THE INDIVIDUAL IN SEEKING ANSWERS TO THE QUESTIONS OF WHO HE IS AND WHY HE IS,	00190011 00190012 00190013 00190014 00190015 00190016 00190017 00190018
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00190010
*MATERIALS	BLANK	00190005
*LEVEL	ALL GRADES	00190008
*GENERAL	ALL CANDIDATES	00190007
*HOURS	1	00190006
*EVALUATION	DISCUSS THE READING ASSIGNMENT IN MODULE 189 IN CLASS AND ASK STUDENTS ABOUT THE ASSUMPTIONS OF MUSIC AS ART, THE MEDIUMS, ELEMENT AND FORMS AND COMPARE AND CONTRAST THE PROFESSOR'S UPINIONS ON MUSIC TO THOSE OF THE AUTHORS OF READING,	00190021 00190022 00190023 00190024 00190025
*FILE	SIX AREAS OF HUMANITIES MUSIC AND HUMANITIES DISCUSSION	00190009

*OBJECTIVES	TO PROVIDE A BASES FOR FUTURE DISCUSSION, WRITTEN ASSIGNMENTS AND FORMAL LECTURES ON THE HISTORY CASE STUDY AND TO SUPPLY INFORMATION AND DETAILS ON LIFE IN THE GREEK CITY STATE,	00191018 00191019 00191020 00191021
*PREREQUISITE	NONE	00191022
*EXPERIENCE	READING CHAPTERS 1 AND 2 IN VICTOR EHRENBERG, THE GREEK STATE (97PP), IN PREPARATION FOR WEEK'S WORK ON THE HISTORY CASE STUDY THE GREEK CITY-STATE, STUDENT SHOULD PAY ATTENTION TO THE AUTHOR'S EXPLANATION OF THE RISE OF THE CITY-STATE, ITS FUNCTIONS, PURPOSES, ROLE IN EVOLUTION OF GREEK CULTURE AND THE MOTIVE OF THE CITY-STATE,	00191011 00191012 00191013 00191014 00191015 00191016
*SETTING	INDEPENDENT, COLLEGE	00191017
*MATERIALS	BLANK	00191010 00191005

*LEVEL	ALL GRADES	00191008
*GENERAL	ALL CANDIDATES	00191007
*HOURS	3	00191006
*EVALUATION	STUDENT SHOULD TEST HIMSELF BY LISTING THE CONDITIONS OF ORGINS OF CITY STATE, RECITE THE SOCIAL FORCES LEADING TO CHANGE IN A POLIS, IDENTIFY GREAT TERMS EMPLOYED TO DESCRIBE LIFE IN THE POLIS IDENTIFY THE CITY-STATE'S POLITICAL STRUCTURE, RECITE FUNCTIONS OF THE CITY-STATE, AND AUTHORS ANALYSIS OF THE NATURE OF THE CITY-STATE.	00191023 00191024 00191025 00191026 00191027 00191028
*FILE	HISTORY CASE STUDY GREEK CITY STATE EHRENBURG	00191009

*OBJECTIVES	TO RELATE PROFESSOR'S KNOWLEDGE AND RESEARCH TO THE KNOWLEDGE THAT STUDENT HAS GAINED FROM MODULE 178 AND TO BEGIN TO DEMONSTRATE HOW SOCIAL FORCES AFFECT THE HUMAN CONDITION.	00192020 00192021 00192022 00192023
*PREREQUISITE	MODULE 191 178 179	00192024
*EXPERIENCE	LISTEN TO A FORMAL LECTURE ON THE HISTORICAL BACKGROUND AND ORGANIZATION OF THE GREEK CITY-STATE WHICH COULD COMPLEMENT READING ASSIGNMENT. PROFESSOR COULD UTILIZE ORIGINAL SOURCES, CITATIONS FROM GREEK HISTORIANS AND PHILOSOPHERS ON HOW AND WHY THE POLIS CAME TO BE REFERENCES TO GUSTAVSON'S ANALYSIS OF SOCIAL FORCES, THE CHANGES AND CONTINUITY OF HISTORY AS SEEN IN POLIS AND HOW THESE ITEMS AFFECT THE LIVES OF GREEK CITY-STATE DWELLERS SHOULD BE EMPHASIZED.	00192011 00192012 00192013 00192014 00192015 00192016 00192017 00192018
*FILE	HISTORY CASE STUDY GREEK CITY STATE LECTURE	00192019
*MATERIALS	BLANK	00192009 00192005
*LEVEL	ALL GRADES	00192008
*GENERAL	ALL CANDIDATES	00192007
*HOURS	1	00192006
*EVALUATION	STUDENT SHOULD ON HIS OWN, AFTER THE LECTURE, COMPOSE AND CONTRAST LECTURE TO READING ASSIGNMENT DIFFERENTIATE BETWEEN POINTS MADE BY LECTURER AND AUTHOR AND THOSE RAISED IN MODULES 178 179	00192025 00192026 00192027 00192028
*FILE	HISTORY CASE STUDY GREEK CITY STATE LECTURE	00192010

*OBJECTIVES	TO EMPHSIZE THE ROLE OF THE INDIVIDUAL IN THE POLIS AND TO DEMONSTRATE BY INFERENCE, HOW LIFE IN THE CITY-STATE IS DIFFERENT FROM LIFE IN OUR POLITICAL AND SOCIAL STRUCTURE.	00193020 00193021 00193022
*PREREQUISITE	MODULES 191, 192	00193023
*EXPERIENCE	LISTEN TO A FORMAL LECTURE ON THE ROLE OF THE INDIVIDUAL WITHIN THE CITY-STATE DESCRIPTION OF EVERYDAY LIFE, OR ANALYSIS OF THE DUTIES, RESPONSIBILITIES AND DEMANDS PLACED ON THE INDIVIDUAL AND A COMPARISON OF THE PERSONAL AND COLLECTIVE WAYS OF LIVING IN GREEK POLIS. SUMMARY OF THE NATIVE OF THE POLIS AND HOW THIS, IN TURN, AFFECTED THE GREEK CULTURE SHOULD BE INCLUDED IN LECTURE AND UNDERSTOOD BY STUDENT.	00193011 00193012 00193013 00193014 00193015 00193017 00193018 00193019
*SETTING	LARGE GROUP, COLLEGE	00193010
*MATERIALS	BLANK	00193005
*LEVEL	ALL GRADES	00193008
*GENERAL	ALL CANDIDATES	00193007
*HOURS	1	00193006
*EVALUATION	STUDENT SHOULD, UPON HEARING THE FORMAL LECTURE, COMPARE AND CONTRAST LECTURE TO READING ASSIGNMENT; RECITE HOW THE LECTURE SUPPORTS OR REFUTES THE READING.	00193024 00193025 00193026
*FILE	HISTORY CASE STUDY GREEK CITY STATE LECTURE	00193009

*OBJECTIVES	TO EXPLAIN AND DESCRIBE SOME ASPECT OF LIFE IN THE GREEK POLIS; TO RECALL MAJOR GENERALIZATIONS AND MAJOR THEORIES ABOUT GREEK CULTURE BASED ON INDEPENDENT RESEARCH AND WRITING ON SOURCES OUTSIDE OF ASSIGNED READING IN MODULE 020,	00194020 00194021 00194022 00194023 00194024
*PREREQUISITE	MODULE 191	00194024
*PREREQUISITE	MODULE 191 INDEPENDENT READING IN PRIMARY AND SECONDARY WORKS OR GREEK CULTURE,	00194025 00194026
*EXPERIENCE	WRITING AN EXERCISE OF FIVE (5) TYPED PAGES ON A TOPIC RELEVANT TO THE HISTORY CASE STUDY ON GREEK CITY STATE, TOPICS TO BE ASSIGNED BY THE PROFESSOR AT BEGINNING OF HISTORY CASE STUDY SECTION, EXAMPLES MIGHT INCLUDE: HOW THE ASSEMBLY WORKED=COMPARE AND CONTRAST ATHENS AND SPARTA CONDITIONS FOR RISE OF A POLIS, DESCRIPTION OF POLITICAL ORGANIZATIONS IN POLIS, CONTEMPORARY AND DISTRICTAL ACCOUNTS OF LIFE IN A POLIS, ANALYSIS OF SOCIAL CLASSES IN A CITY STATE, INDEPENDENT, COLLEGE	00194011 00194012 00194013 00194014 00194015 00194016 0194017 00194018 00194019 00194010
*SETTING	BLANK	00194005
*MATERIALS	ALL GRADES	00194008
*LEVEL	ALL CANDIDATES	00194007
*GENERAL	2	00194006
*HOURS	RECITE THE BASIC FACTS REQUIRED IN MODULE 191 AND COMPARE AND CONSTRUCT THIS INFORMATION TO INFORMATION GAINED IN INDEPENDENT RESEARCH, WRITE THE INTERPRETATIONS FROM DIFFERENT SOURCES,	00194027 00194028 00194029 00194030
*EVALUATION	HISTORY CASE STUDY GREEK CITY STATES COMPOSITION	00194009
*FILE		

*OBJECTIVES	TO FOCUS ON THE STUDENTS WAY OF LIFE COMPARED TO GREEK CULTURE, TO DEMONSTRATE THE DIFFERENCES AND SIMILARITIES OF THE TWO WAYS OF LIVING; TO SHOW HOW HISTORY CAN SERVE AS A MEANS TO BROADEN ONE'S UNDERSTANDING OF THE HUMANITIES AND THE PLIGHT OF PERSONS IN COMMUNITIES,	00195023 00195024 00195025 00195026 00195027
*PREREQUISITE	MODULE 194 DISCUSSION OF THE ASSIGNED PAPERS AS THEY RELATE TO THE WEEKS WORK AND PROJECTS, INSTRUCTOR SHOULD LEAD DISCUSSION INTO A COMPARISON OF THE GREEK WAY OF LIFE IN THE POLIS TO THE AMERICAN WAY OF LIFE IN THE FEDERAL UNION OR STATE OR CITY OR SMALL TOWN OR RURAL AREA, HE SHOULD NOTE THE VALUES, FUNCTIONS, PURPOSE AND NATURE OF THE HUMAN CONDITION IN BOTH CULTURES AND DIRECT THE CLASS INTO A DISCUSSION OF HOW EACH CULTURAL STRUCTURE AND SYSTEM ATTEMPTS TO ANSWER THE BASIC NEEDS OF HUMAN EVIDENCE AND HELPS FURNISH ANSWERS TO THE QUESTIONS RAISED BY INDIVIDUALS AND THE COLLECTIVE BODY OF MANKIND, SMALL GROUP (1-12 STUDENTS), COLLEGE	00195028 00195011 00195012 00195013 00195014 00195015 00195016 00195017 00195018 00195019 00195020 00195021 00195010
*SETTING	BLANK	00195005
*MATERIALS	ALL GRADES	00195008
*LEVEL	ALL CANDIDATES	00195007
*GENERAL	1	00195006
*HOURS	TO HAVE THE STUDENTS TO RECITE BEFORE THE CLASS, THE MAIN POINTS OF THEIR RESEARCH AND WRITING; TO COMPARE AND CONTRAST LIFE IN A GREEK CITY STATE AS BASED ON THE WEEK OF STUDY TO THE STUDENTS PERSONAL EXPERIENCES AND SELF-AWARENESS OF LIVING IN THE AMERICAN STRUCTURE AND SYSTEM OF VALUES, PROCEDURES AND POLICIES,	00195029 00195030 00195031 00195032 00195033 00195034
*EVALUATION	HISTORY CASE STUDY GREEK CITY STATE DISCUSSION	00195009
*FILE		

*OBJECTIVES	TO PROVIDE A BASES FOR FUTURE DISCUSSIONS AND FORMAL	00196019
	LECTURES ON THE PHILOSOPHY CASE STUDY AND TO INTRODUCE	00196020
	THE STUDENT TO A PRIMARY SOURCE DOCUMENT IN PHILOSOPHY	00196021
	THAT IS AUTO BIOGRAPHICAL AND PHILOSOPHICAL IS CONTENT SO	00196022
	THAT THE STUDENT CAN SEE HOW A PHILOSOPHICAL TRACT IS	00196023
	ARGUED AND REASONED AND WHAT ARE ITS CONCLUSIONS,	00196024
*PREREQUISITE	NONE	00196025
*EXPERIENCE	READING THE DISCOURSE ON METHOD BY RENE DESCARTES (54PP, -	00196011
	BOBBS-MERILL SERIES) IN PREPARATION FOR THE WEEKS WORK	00196012
	ON THE PHILOSOPHY CASE STUDY; DESCARTES. STUDENT SHOULD	00196013
	PAY ATTENTION TO THE LINES OF ARGUMENT, THE PERSONAL	00196014
	EMPHASIS IN THE WRITING, THE WRITERS CONCLUSIONS AND	00196015
	EXPLANATIONS OF HIS CONCLUSIONS, NO SECONDARY WORK ON	00196016
	INTRODUCTORY PASSAGES SHOULD BE READ WITH THIS	00196017
	ASSIGNMENT,	00196018
*SETTING	INDEPENDENT, COLLEGE	00196010
*MATERIALS	BLANK	00196005
*LEVEL	ALL GRADES	00196008
*GENERAL	ALL CANDIDATES	00196007
*HOURS	3	00196006
*EVALUATION	STUDENT, ON HIS OWN, SHOULD RECITE THE METHODS OF INQUIRY,	00196026
	TECHNIQUES AND PROCEDURES USED BY DESCARTES; RECITE HIS	00196027
	ARGUMENTS FOR EXISTENCE OF GOD, DISCUSS THE DUALISM OF	00196028
	HIS SYSTEM AND RECALL DESCARTES PREREQUISITES FOR THE	00196029
	STUDY OF NATURE,	00196030
*FILE	PHILOSOPHY CASE STUDY DESCARTES DESCARTES	00196009

*OBJECTIVES	TO FAMILIARIZE THE STUDENT WITH THE METHODOLOGY OF	00197024
	PHILOSOPHICAL ARGUMENTS, AND, SPECIFICALLY, THE CATEGORY	00197025
	OF CARTESIAN, PHILOSOPHY THROUGH THE PRIMARY SOURCES AND	00197026
	BY CLASS PARTICIPATION,	00197027
*PREREQUISITE	MODULE 196	00197028
*EXPERIENCE	INSTRUCTOR SHOULD INAUGURATE THIS TWO PERIOD DISCUSSION BY	00197011
	RECITERATING KARL JASPERS OBSERVATIONS ON THE DEFINITION,	00197012
	PURPOSE AND ROLE OF PILOSOPHY, RELATE THEN POINTS TO	00197013
	JASPERS COMMENTS ON DESCARTES AS HE (JASPERS) NOTES THE	00197014
	SOURCES OF PHILOSOPHY, AFTER EVALUATION THE STUDENTS	00197015
	LEVEL OF COMPREHENDING THE DISCUSE ON METHOD, THE	00197016
	INSTRUCTOR SHOULD CONTINUE THE DISCUSSION ON THE DOCUMENT	00197017
	AS, (1) A TESTIMONY TO ONE PERSON'S SEARCH FOR THE TRUTH	00197018
	THROUGH PHILOSOPHY; (2) AN EXAMPLE OF A BASIC SOURCE WORD	00197019
	IN THE EVOLUTION OF INTELLECTUAL HISTORY; (3) AN EXAMPLE	00197020
	OF THE HUMAN STRIVING TO UNDERSTAND HIMSELF AND HIS WORLD	00197021
	THROUGH PHILOSOPHY; (4) TIE IN THE STUDY OF PHILOSOPHY,	00197022
	WITH DESCARTES AS A CASE STUDY, TO THE HUMANITIES,	00197023
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00197010
*MATERIALS	BLANK	00197005
*LEVEL	ALL GRADES	00197008
*GENERAL	ALL CANDIDATES	00197007
*HOURS	2	00197006
*EVALUATION	CONSTRUCT, IN CLASS, THROUGH DISCUSSION THE CARTESIAN	00197029
	PHILOSOPHY THROUGH THE PRIMARY SOURCES AND BY	00197030
	SYSTEM (IE TECHNIQUES, PROCEDURES, PRINCIPLES, ARGUMENTS,	00197031
	GOALS),	00197032
*FILE	PHILOSOPHY CASE STUDY DESCARTES DISCUSSION	00197009

*OBJECTIVES	TO ACQUAINT THE STUDENT WITH A SECONDARY ACCOUNT OF	00198015
	DESCARTES AND TO EMPHASIZE THE INFLUENCE OF CORTISIAN	00198016
	THOUGHT ON WESTERN INTELLECTUAL HISTORY,	00198017
*PREREQUISITE	MODULES 196,197	00198018

*EXPERIENCE	READING IN BASIL WILLEY'S THE SEVENTEENTH CENTURY BACKGROUND, THE PHILOSOPHICAL QUEST FOR TRUTH- DESCARTES (16PP,) IN PREPARATION FOR FORMAL LECTURE ON THE IMPACT OF DESCARTES SYSTEM ON LATER WESTERN INTELLECTUAL TRENDS, INDEPENDENT, COLLEGE	00198011 00198012 00198013 00198014 00198010 00198005 00198008 00198007 00198006
*SETTING		
*MATERIALS	BLANK	00198005
*LEVEL	ALL GRADES	00198008
*GENERAL	ALL CANDIDATES	00198007
*HOURS	1/2	00198006
*EVALUATION	STUDENT ON HIS OWN, SHOULD LIST WILLEY'S OBSERVATIONS ON THE INFLUENCE THAT DESCARTES EXERCISED OUR THE ISSUES OF THE OBJECTIVE AND THE SUBJECTIVE AND THE PHILOSOPHY'S GENERAL IMPACT ON WERTERN INTELLECTUAL HISTORY.	00198019 00198020 00198021 00198022
*FILE	PHILOSOPHY CASE STUDY DESCARTES WILLEY	00198009

*OBJECTIVES	TO SUMMERIZE THE MAIN POINTS OF THE CONTESIAN SYSTEM AND TO SURVEY THE IMPACT OF CANTESIAN THOUGHT ON INTELLECTUAL HISTORY.	00199019 00199020 00199021 00199022
*MODULES 196,197,198		00199023
*PREREQUISITE	MODULES 196,197,198	00199011
*EXPERIENCE	INSTRUCTOR, IN FORMAL LECTURE, SHOULD SUMMARIZE THE MAIN POINTS OF THE CORTESIAN SYSTEM, THEN SURVEY THE INFLUENCE OF DESCARTES ON EUROPEAN THOUGHT AND POINT OUT THE SHORT COMINGS, WEAKNESSES AND CRITICISMS OF THE CARTESIAN SYSTEM AS IT RELATES TO THE EVOLUTION OF PHILOSOPHICAL STUDIES. FINALLY, HE SHOULD RETURN TO THE THEME OF THE QUEST FOR TRUTH THROUGH PHILOSOPHY AND HOW PHILOSOPHY IS A PART OF THE HUMANITIES.	00199012 00199013 00199014 00199015 00199016 00199017 00199018 00199010 00199005 00199008 00199007 00199006
*SETTING	LARGE GROUP, COLLEGE	00199024
*MATERIALS	BLANK	00199025
*LEVEL	ALL GRADES	00199009
*GENERAL	ALL CANDIDATES	
*HOURS	1	
*EVALUATION	TO COMPARE AND CONSTRAST THE LECTURER'S IDEAS WITH WILLEY'S OBSERVATIONS. TO BE DONE BY STUDENT ON HIS OWN, PHILOSOPHY CASE STUDY DESCARTES LECTURE	
*FILE		

*OBJECTIVES	TO PROVIDE A BASES FOR FUTURE DISCUSSIONS, FORMAL LECTURES AND WRITTEN ASSIGNMENTS-THE RELIGION CASE STUDY AND TO SUPPLY SPECIFIC INFORMATION ON THE LIFE OF MOHAMMED THE BELIEFS AND PRACTICES OF ISLAM AND TO ACQUAINT THE STUDENT WITH THE HISTORICAL AND CULTURAL CAUSES FOR THE RISE OF ISLAM,	00200017 00200018 00200019 00200020 00200021 00200022 00200023
*PREREQUISITE	NONE	00200011
*EXPERIENCE	READING THE BIOGRAPHY OF MOHAMMD BY ANDRAE (190PP,) IN PREPARATION FOR WEEK'S WORD ON THE RELIGION CASE STUDY: ISLAM. STUDENT SHOULD NOTE ESPECIALLY THE SPECIFIC FACTS OF MOHAMMD'S LIFE (DATES, EVENTS, PERSONS), AND THE BASIC BELIEFS, PRACTICES AND CEREMONIES OF ISLAM, INDEPENDENT, COLLEGE	00200013 00200014 00200015 00200016 00200010 00200005 00200008 00200007 00200006
*SETTING		
*MATERIALS	BLANK	00200024
*LEVEL	ALL GRADES	0200025
*GENERAL	ALL CANDIDATES	00200026
*HOURS	4	00200027
*EVALUATION	ON HIS OWN STUDENT LISTS THE IMPORTANT DATES AND EVENTS MOHAMMED'S LIFE, IDENTIFY BASIC BELIEFS AND PRACTICES, LATER, INSTRUCTOR SHOULD ASK STUDENT ABOUT THIS READING ASSIGNMENT IN DISCUSSION GROUPS,	
*FILE	RELIGION CASE STUDY ISLAM FOR ANDRAE	0020009

*OBJECTIVES	TO RELATE THE MODULE 200 TO THE TEACHER'S EXPLANATIONS OF WHY AND HOW ISLAM ROSE AS A RELIGION,	00201015 00201016
*PREREQUISITE	MODULE 200	00201017
*EXPERIENCE	INSTRUCTOR, IS FORMAL LECTURE, SHOULD ELABORATE ON THE HISTORICAL AND CULTURAL SETTING AND BACKGROUND OF ARABIAN PENINSULA TO THE LIFE AND TIMES OF MOHAMMED, HE SHOULD RECOGNIZE THE DIFFERENT INTERPRETATIONS AND EXPLANATIONS,	00201011 00201012 00201013 00201014
*SETTING	LARGE GROUP, COLLEGE	00201010
*MATERIALS	BLANK	00201005
*LEVEL	ALL GRADES	00201008
*GENERAL	ALL CANDIDATES	00201007
*HOURS	1	00201006
*EVALUATION	COMPARE AND CONTRAST THE TEACHER'S EXPLANATIONS OF ISLAM, HIS INTERPRETATION OF MOHAMMED AND HIS OBSERVATIONS ON ARAB CULTURE TO THAT OF THE ASSIGNMENT IN MODULE 200, TO BE DONE BY STUDENT ON HIS OWN,	00201018 00201019 00201020 00201021
*FILE	RELIGION CASE STUDY ISLAM LECTURE	00201009

*OBJECTIVES	TO FURTHER THE EXAMINATIONS OF ISLAM AND TO GAIN ADDITIONAL INFORMATION ON THE LIFE OF MOHAMMED; TO ACQUAINT THE STUDENT WITH THE RELATIONSHIPS OF HISTORICAL AND CULTURAL INFLUENCES TO THE RISE OF A RELIGION AND TO THE INDIVIDUALS DESIRE TO SEEK EXPLANATION OF THE UNKNOWN AND TO ASK WHICH OF THE TWO ARE MORE IMPORTANT,	00202016 00202017 00202018 00202019 00202020 00202021
*PREREQUISITE	MODULES 200, 201	00202022
*EXPERIENCE	DISCUSSION OF THE LIFE OF MOHAMMED, HIS PERSONALITY, TRAVELS, EXPERIENCES AS THEY EFFECTED HIS IDEAS AND HELPED FORMULATE HIS CONCEPT OF GOD AND AIDED IN THE ESTABLISHMENT OF ISLAM, NOTE THE ORIGINAL CONTRIBUTIONS THAT ISLAM MAKES TO THE GENERAL FIELD OF RELIGION,	00202011 00202012 00202013 00202014 00202015
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00202010
*MATERIALS	BLANK	00202005
*LEVEL	ALL GRADES	00202008
*GENERAL	ALL CANDIDATES	00202007
*HOURS	1	00202006
*EVALUATION	ASK THE STUDENT, IN DISCUSSION GROUP, TO IDENTIFY THE BASIC AND MOST IMPORTANT INFLUENCES AND EVENTS ON MOHAMMED COMPARE AND CONTRAST THE POINTS FROM THE FORMAL LECTURE WITH THOSE THAT THE STUDENT HAS ACQUIRED FROM HIS READING ASSIGNMENT (MODULE 200),	00202023 00202024 00202025 00202026 00202027
*FILE	RELIGION CASE STUDY ISLAM DISCUSSION	00202009

*OBJECTIVES	TO ACQUAINT THE STUDENT WITH PRIMARY SOURCES FROM THE KORAN AND TO INTRODUCE HIM TO SOME OF THE PARABLES, STORIES, BELIEFS AND PRACTICES OF THE MUSLIM,	00203016 00203017 00203018 00203019
*PREREQUISITE	MODULES 200, 201, 202	00203011
*EXPERIENCE	READING SELECTED PASSAGES FROM THE KORAN (TRANSLATION BY A. J. ARBERKY) TO ILLUSTRATE OBSERVATIONS AND POINTS EMPHASIZED IN FORMAL LECTURE AND IN DISCUSSION GROUP, STUDENT SHOULD PAY ATTENTION TO THE RELATIONSHIP OF PRIMARY SOURCES TO SECONDARY EXPLANATIONS,	00203012 00203013 00203014 00203015
*SETTING	INDEPENDENT, COLLEGE	00203010
*MATERIALS	BLANK	00203005
*LEVEL	ALL GRADES	00203008
*GENERAL	ALL CANDIDATES	00203007
*HOURS	1/2	00203006
*EVALUATION	STUDENT, ON HIS OWN, SHOULD RECITE AND LIST THE PARABLES,	00203020

	STORIES, DECREES AND PRACTICES FROM THE KORAN,	00203021
*FILE	RELIGION CASE STUDY ISLAM KORAN	00203009

*OBJECTIVES	TO ALLOW THE STUDENT TO SEE THE RELATIONSHIP BETWEEN PRIMARY AND SECONDARY SOURCES; TO MAKE COMPARISONS BETWEEN THE KORAN AND OTHER RELIGIONS DOCUMENTS, TO PLACE RELIGION AND THE STUDY OF RELIGION INTO THE BROADER VIEW OF THE HUMANITIES,	00204021 00204022 00204023 00204024 00204025
*PREREQUISITE	MODULES 200,201,202,203	00204026
*EXPERIENCE	INSTRUCTOR SHOULD CONTINUE THE DISCUSSION FROM PREVIOUS PERIOD (MODULE 202) AND RELATE PREVIOUS DISCUSSION AND READINGS TO SELECTIONS FOR THE KORAN, HE SHOULD, AT END OF PERIOD, SUMMARIZE THE BASIC FINDINGS AND POINTS IN THE CASE STUDY AND RELATE THESE TO THE BROADER PICTURE OF COMPARATIVE RELIGIONS STUDIES AND TO THE FRAMEWORK OF HOW AND WHY RELIGION OR THE STUDY OF RELIGION IS PART OF THE HUMANITIES AND REFER BACK TO TENPLES ARTICLE ON RELIGION,	00204012 00204013 00204014 00204015 00204016 00204017 00204018 00204019 00204020
*SETTING	SMALL GROUP (1-12 STUDENTS)	00204010
*MATERIALS	BLANK	00204005
*LEVEL	ALL GRADES	00204008
*GENERAL	ALL CANDIDATES	00204007
*HOURS	1	00204006
*EVALUATION	IN DISCUSSION GROUP, INSTRUCTOR SHOULD GET THE STUDENT TO COMPARE AND CONTRAST SELECTIONS FROM THE KORAN WITH SECONDARY ACCOUNTS AND FORMAL LECTURE; DIFFERENTIATE BETWEEN FACT AND MYTHOLOGY IN THE RISE OF ISLAMIC BELIEFS, PRACTICES AND PRINCIPLES,	00204027 00204028 00204029 00204030 00204031
*FILE	RELIGION CASE STUDY ISLAM DISCUSSION	00204009

*OBJECTIVES	TO EXPLAIN AND TO DESCRIBE SOME ASPECT OF ISLAM; TO RECALL MAJOR GENERALIZATIONS AND MAJOR THEORIES ABOUT ISLAM AND THE LIFE OF MOHAMMED BASED ON INDEPENDENT RESEARCH AND WRITING ON SOURCES OUTSIDE OF ASSIGNED MODULES 200+203	00205019 00205020 00205021 00205022
*PREREQUISITES	MODULES 200,203 INDEPENDENT READING IN PRIMARY AND	00205023
*EXPERIENCE	WRITING EXERCISE OF FIVE (5) TYPED PAGES ON A TOPIC RELEVANT TO THE RELIGION CASE STUDY ON ISLAM, TOPICS TO BE ASSIGNED BY THE PROFESSOR AT THE BEGINNING OF RELIGION CASE STUDY SECTION, EXAMPLES MIGHT INCLUDE: A BRIEF BIOGRAPHY OF MOHAMMED'S EARLY LIFE, ANALYSIS OF SOCIAL (OR POLITICAL) CLASSES IN MECCA, IMPACT OF ISLAM ON BYZANTINE WORLD IN SEVENTH CENTURY, EXPLANATIONS OF THE FIVE PILLARS OF FAITH,	00205011 00205012 00205013 00205014 00205015 00205016 00205017 00205018
*SETTING	INDEPENDENT, COLLEGE	00205010
*MATERIALS	BLANK	00205005
*LEVEL	ALL GRADES	00205008
*GENERAL	ALL CANDIDATES	00205007
*HOURS	2	00205006
EVALUATION	RECITE THE BASIC FACTS ACQUIRED IN MODULES 200+203 AND COMPARE AND CONTRAST THIS INFORMATION TO INFORMATION GAINED IN INDEPENDENT RESEARCH, WRITE THE INTERPRETATIONS FROM DIFFERENT SOURCES,	00205024 00205025 00205026 00205027
*FILE	RELIGION CASE STUDY ISLAM COMPOSITION	00205009

*OBJECTIVES	TO INTRODUCE THE STUDENT TO A CONTEMPORARY WRITER, WHO IS ALSO A NEGRO AND A SOCIAL CRITIC, VIEW A FILM,	00376022 00376023
*PREREQUISITE	NONE	00376024
*EXPERIENCE	VIEWING THE FILM THE NEGRO AND THE AMERICAN PROMISE	00376011

	(NET-TV 2100) IN PREPARATION FOR FUTURE DISCUSSIONS AND PAPERS, STUDENT SHOULD PAY SPECIAL ATTENTION TO THE POINTS OF VIEW OF ALL FOUR PARTICIPANTS, COMPARE AND CONTRAST BALDWIN'S OPINIONS AND ATTITUDES, AS A WRITER AND SOCIAL CRITIC, TO THOSE OF MALCOLM X, MARTIN LUTHER KING AND KENNETH CLARK AND RETAIN FACTS ON BALDWIN'S LIFE AND EXPERIENCES, KEY QUESTIONS TO KEEP IN MIND: HOW DOES THE WRITER REFLECT HIS TIMES? WHAT IS THE CRITIC'S RESPONSIBILITY TO HIMSELF AND HIS COMMUNITY? WHAT IS BALDWIN TRYING TO TELL US?	00376012 00376013 00376014 00376015 00376016 00376017 00376018 00376019 00376020 00376021
*SETTING	LARGE GROUP, COLLEGE	00376010
*MATERIALS	BLANK	00376005
*LEVEL	ALL GRADES	00376008
*GENERAL	ALL CANDIDATES	00376007
*HOURS	1	00376006
*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPER,	00376025
*FILE	LITERATURE CASE STUDY BALDWIN FILMS	00376009
*OBJECTIVES	TO INTRODUCE THE STUDENT TO THE PRIMARY SOURCES FOR THE LITERATIVE CASE STUDY AND TO PROVIDE A BASIS FOR FUTURE DISCUSSION AND PAPERS, TO ACQUAINT THE STUDENT WITH A CONTEMPORARY WRITER, HIS LIFE, ETHNIC AND INTELLECTUAL BACKGROUND AND WITH REPRESENTATIVE EXAMPLES OF HIS WORK	00377021 00377022 00377023 00377024 00377025
*PREREQUISITE	MODULE 376	00377026
*EXPERIENCE	READINGS FROM THREE BOOKS BY BALDWIN, CLASS IS TO BE DIVIDED INTO THREE GROUPS, EQUAL IN NUMBER, AND EACH GROUP WILL BE ASSIGNED ONE OF THE FOLLOWING BOOKS TO BE READ BY EACH STUDENT IN THAT SPECIFIC SECTION: ANOTHER COUNTRY, THE FIRE NEXT TIME AND NOBODY KNOWS MY NAME, STUDENT SHOULD PAY SPECIAL ATTENTION TO THE EXPERIENCES AND THEMES OF AUTHOR'S LIFE, HIS LITERARY STYLE, MOODS AND OPINIONS AND THE INFLUENCES ON BALDWIN AND HIS IMPACT, STUDENT SHOULD COMPARE AND CONTRAST THE WRITINGS TO THE COMMENTS BY BALDWIN IN THE FILM,	00377011 00377012 00377013 00377014 00377015 00377016 00377017 00377018 00377019 00377020
*SETTING	INDEPENDENT, COLLEGE	00377010
*MATERIALS	BLANK	00377005
*LEVEL	ALL GRADES	00377008
*GENERAL	ALL CANDIDATES	00377007
*HOURS	2-3	00377006
*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPERS	00377027
*FILE	LITERATIVE CASE STUDY BALDWIN READINGS	00377009
*OBJECTIVES	TO DISCUSS THE BOOK AS A LITERARY EXPRESSION AND AS A TOOL FOR SOCIAL CRITICISM,	00378018 00378019
*PREREQUISITE	MODULES 376,377	00378020
*EXPERIENCE	DISCUSSING THE ASSIGNED BOOK AND FILM OF THE BASIC QUESTION RAISED IN LITERATURE CASE STUDY PAYING SPECIFIC ATTENTION TO THE WORK AS LITERARY DEVICES AND AS COMMENTARIES ON THE PLIGHT OF THE HUMAN WHO ASK WHO AM I PROFESSOR SHOULD RELATE BALDWIN'S TECHNIQUES TO PAST CLASS DISCUSSIONS ON LITERATURE AND ITS FORMS OF EXPRESSION,	00378011 00378012 00378013 00378014 00378015 00378016 00378017
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00378010
*MATERIALS	BLANK	00378005
*LEVEL	ALL GRADES	00378008
*GENERAL	ALL CANDIDATES	00378007
*HOURS	1	00378006
*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPER,	00378021
*FILE	LITERATURE CASE STUDY BALDWIN DISCUSSION	00378009

*OBJECTIVES	TO MAKE SPECIFIC REFERENCES BY THE WRITTEN WORD, TO LITERARY MATERIAL AND TO TRANSFER THESE EXPERIENCE INTO THE THOUGHTS AND WORDS OF THE STUDENT,	00379014 00379015 00379016
*PREREQUISITE	MODULES 376,377,378 ADDITIONAL READINGS BY BALDWIN OR SECONDARY WORK ON HIM REVIEWS OF BOOK IN PREPARATION FOR THE PAPER, EACH STUDENT IS TO BASE HIS PAPER ON THE WORK HE READ IN HIS GROUP,	00379017 00379018 00379019 00379020
*EXPERIENCE	WRITING A PAPER (APPROXIMATELY 2,000 WORDS) CONSIDERING THE QUESTIONS RAISED IN MODULE 377 PLUS ASKING HIMSELF: WHAT DOES THE WRITER TELL ME ABOUT MYSELF	00379011 00379012 00379013
*SETTING	INDEPENDENT, COLLEGE	00379010
*MATERIALS	BLANK	00379005
*LEVEL	ALL GRADES	00379008
*GENERAL	ALL CANDIDATES	00379007
*HOURS	4	00379006
*EVALUATION	TO TEST THE STUDENT FOR IDENTIFICATION OF THEMES, STYLE, MOOD, CONCEPTS, VALUES, VIEWS, SPECIFIC PARTS (AUTOBIOGRAPHICAL INFORMATION EXPERIENCES), TO DISPLAY KNOWLEDGE OF ACQUIRED INFORMATION AND TO OFFER OPINIONS AND PERSONAL INTERPRETATIONS ON THE WRITER AND HIS WORKS,	00379021 00379022 00379023 00379024 00379025
*FILE	LITERATURE CASE STUDY BALDWIN COMPOSITION	00379009

*OBJECTIVES	TO SUMMARIZE THE CASE STUDY'S ORIGINAL PURPOSE AND GOALS AND TO RE-EXAMINE THE QUESTIONS RAISED AT BEGINNING OF THE CASE STUDY ON JAMES BALDWIN,	00380014 00380015 00380016
*PREREQUISITE	MODULES 376,377,378,379	00380017
*EXPERIENCE	DISCUSSING AND SUMMARIZING OF BASIC QUESTIONS RAISED IN LITERATURE CASE STUDY FILM AND READINGS BY THE READING OF SOME OF THE PAPERS SELECTED FROM MODULE 379,	00380011 00380012 00380013
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00380010
*MATERIALS	BLANK	00380005
*LEVEL	ALL GRADES	00380008
*GENERAL	ALL CANDIDATES	00380007
*HOURS	1	00380006
*EVALUATION	ASK THE STUDENTS TO READ AND TO VERBALIZE THEIR IDEAS AND RESEARCH BASED ON WRITTEN PAPERS,	00380018 00380019
*FILE	LITERATURE CASE STUDY BALDWIN DISCUSSION	00380009

*OBJECTIVES	TO INTRODUCE THE STUDENT TO THE ART CASE STUDY AND TO PROVIDE A BASES FOR FUTURE DISCUSSIONS, PAPERS AND VIEWING OF THE ARTIST'S WORKS, TO ACQUAINT THE STUDENT WITH A CONTEMPORARY ARTIST, HIS FAMILY, ETHNIC AND ARTISTIC ORIGINS AND WITH REPRESENTATION EXAMPLE OF HIS WORK,	00381019 00381020 00381021 00381022 00381023
*PREREQUISITE	NONE	00381024 00381025
*EXPERIENCE	READINGS FROM ONE OR SEVERAL BOOKS ON PICASSO (IE, LOS ANGELES COUNTY MUSEUM PICASSO, 60 YEARS OF GRAPHIC WORKS, PENHOSE, THE SCULPTURE OF PICASSO, SABARTES PICASSO, AN INTIMATE PORTRAIT) IN PREPARATION FOR WEEKS WORK ON THE ART CASE STUDY; PICASSO, STUDENT SHOULD PAY STUDENT SHOULD KEEP IN MIND HOW DOES THE ARTIST REFLECT WORK, HIS STYLES, PERIODS, MATERIALS, EXHIBITIONS AND THE INFLUENCES ON AND THE IMPACT OF PICASSO,	00381011 00381012 00381013 00381014 00381015 00382016 00381017 00381018
*SETTING	INDEPENDENT, COLLEGE	00381010
*MATERIALS	BLANK	00381005
*LEVEL	ALL GRADES	00381008
*GENERAL	ALL CANDIDATES	00381007

*HOURS	2	00381006
*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPER,	00381026
*FILE	ART CASE STUDY PICECCO READINGS	00381009

*OBJECTIVES	TO INTRODUCE THE STUDENT TO A CONTEMPORARY ARTIST VIA A FILM,	00382021
		00382022
*PREREQUISITE	MODULE 381	00382023
*EXPERIENCE	VIEWING THE FILM PICASSO (50 MIN BY CONTEMPORARY FILMS INC	00382011
	IN PREPARATION FOR FUTURE DISCUSSIONS AND PAPERS, STUDENT	00382012
	SHOULD PAY SPECIAL ATTENTION TO INTERPRETATION AND FACTS	00382013
	ABOUT PICASSO AS A MAN AND AS AN ARTIST, NOTE HIS WORK,	00382014
	TECHNIQUE AND MANNER OF LIVING, KEY QUESTIONS THAT THE	00382015
	STUDENT SHOULD KEEP IN MIND: HOW DOES THE ARTIST REFLECT	00382016
	THE TIME IN WHICH HE LIVES HOW DOES THE ARTIST HELP SHAPE	00382017
	THE TIME IN WHICH HE LIVES TO THE ARTIST NECESSARY IS	00382018
	THE ARTIST A MODEL FOR EMULATION DOES THE ARTIST HAVE A	00382019
	RESPONSIBILITY TO THE COMMUNITY, AND IF SO WHAT IS IT	00382020
*SETTING	LARGE GROUP, COLLEGE	00382010
*MATERIALS	BLANK	00382005
*LEVEL	ALL GRADES	00382008
*GENERAL	ALL CANDIDATES	00382007
*HOURS	1	00382006
*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPER,	00382024
*FILE	ART CASE STUDY PICASSO FILM	00382009

*OBJECTIVES	TO GAIN ADDITIONAL INFORMATION AND INSIGHT INTO THE LIFE	00383014
	AND WORK OF PICASSO SO THAT THE STUDENT MIGHT BEGIN TO	00383015
	ASSES THE IMPACT OF THE ARTIST ON THE ARTS AND CULTURE OF	00383016
	THE CONTEMPORARY EPOCH,	00383017
*PREREQUISITE	MODULES 381,382	00383018
*EXPERIENCE	LISTENING TO LECTURE AND VIEWING SLIDES ON PICASSO'S WORKS	00383011
	WITH PARTICULAR EMPHASIS ON AND EXAMPLES OF HIS STYLES,	00383012
	PERIODS, MATERIALS EXHIBITIONS,	00383013
*SETTING	LARGE GROUP, COLLEGE	00383010
*MATERIALS	BLANK	00383005
*LEVEL	ALL GRADES	00383008
*GENERAL	ALL CANDIDATES	00383007
*HOURS	1	00383006
*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPER,	00383019
*FILE	ART CASE STUDY PICASSO LECTURE	00383009

*OBJECTIVES	TO ACQUAIN THE STUDENT WITH NEW WORKS AND TO REVIEW THE	00384019
	STUDENT OF PREVIOUS WORKS IN PREPARATION FOR WRITING THE	00384020
	ASSIGNED PAPER,	00384021
*PREREQUISITE	MODULES 381,382,383	00384022
*EXPERIENCE	VIEWING OF SLIDES, PRIOR TO WRITING OF PAPER FOR MODULE	00384011
	380, IN ORDER THAT SPECIFIC IDEAS AND CONCEPTS MIGHT BE	00384012
	BROUGHT MORE CLEARLY INTO FOCUS-ALSO, STUDENT REVIEWS	00384013
	SOME OF PICASSO'S MAJOR CONTRIBUTIONS AND LISTENS TO A	00384014
	TAPED NARRATION IN CONJUNCTION WITH THE SLIDE SHOWING,	00384015
	HE SHOULD KEEP IN MIND THE QUESTIONS RAISED PREVIOUSLY AS	00384016
	TO THE ROLE OF THE ARTIST, HIS CONTRIBUTIONS AND IMPACT	00384017
	AND THE INFLUENCES ON THE ARTIST,	00384018
*SETTING	INDEPENDENT, COLLEGE	00384010
*MATERIALS	TAPED NARRATIVE, SLIDES AND PROJECTOR	00384005
*LEVEL	ALL GRADES	00384008
*GENERAL	ALL CANDIDATES	00384007
*HOURS	1	00384006

*EVALUATION	EVALUATION TO BE MADE IN ASSIGNED PAPER,	00384023
*FILE	ART CASE STUDY PICASSO SLIDES	00384009

*OBJECTIVES	TO MAKE SPECIFIC REFERENCES, BY THE WRITTEN WORD, TO LITERARY AND PICTORICAL MATERIALS AND TO TRANSFER THESE EXPERIENCES INTO THE THOUGHTS AND WORDS OF THE STUDENT,	00385016 00385017 00385018
*PREREQUISITE	MODULES 381,382,383,384 ADDITIONAL READINGS FROM SECONDARY WORKS ON PICASSO,	00385019 00385020
*EXPERIENCE	WRITING A PAPER (APPROXIMATELY 2,000 WORDS) CONSIDERING THE QUESTIONS RAISED IN MODULE 376 PLUS OTHER QUESTIONS: HOW DOES THE ARTIST CHOOSE AND BUILD WITH MATERIALS- HOW DOES THE ARTIST BUILD ON THE PAST- WHAT DOES THE ARTIST TELL ME ABOUT ME-	00385011 00385012 00385013 00385014 00385015
*SETTING	INDEPENDENT, COLLEGE	00385010
*MATERIALS	BLANK	00385005
*LEVEL	ALL GRADES	00385008
*GENERAL	ALL CANDIDATES	00385007
*HOURS	6-8	00385006
*EVALUATION	TO TEST THE STUDENT FOR IDENTIFICATION OF TERMS, CONCEPTS, SPECIFIC FACTS(NAMES OF WORK OF ART, DATES OF PRODUCTION), TO EXHIBIT KNOWLEDGE OF ARTIST'S FORMS, CONVENTIONS, CATEGORIES AND TO JUDGE OPINIONS, INTERPRETATIONS AND SCHOOLS OF THOUGHT ON THE TOPIC,	00385021 00385022 00385023 00385024 00385025
*FILE	ART CASE STUDY PICASSO COMPOSITION	00385009

*OBJECTIVES	TO SUMMARIZE THE WEEKS WORK RELATIVE TO THE ORIGINAL QUESTIONS RAISED AND OBJECTIVES SET FORTH AT BEGINNING OF THE ART CASE STUDY IN PICASSO	00386015 00386016 00386017
*PREREQUISITE	MODULES 381,382,383,384,385	00386018
*EXPERIENCE	DISCUSSING AND SUMMARIZING OF THE BASIC QUESTIONS RAISED IN ART CASE STUDY LECTURES AND READINGS BY STUDENTS AND LECTUROR THROUGH THE READING OF SOME OF THE PAPERS SELECTED FROM MODULE 380,	00386011 00386012 00386013 00386014
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00386010
*MATERIALS	BLANK	00386005
*LEVEL	ALL GRADES	00386008
*GENERAL	ALL CANDIDATES	00386007
*HOURS	1	00386006
*EVALUATION	ASK THE STUDENTS TO READ AND TO VERBALIZE THEIR IDEAS AND RESEARCH BASED ON WRITTEN PAPERS, A MULTIPLE CHOICE TEST MAY BE USED TO EVALUATE THE STUDENT'S GROUP OF SPECIFIC WORKS, PRODUCTIVE TECHNIQUES, ART AND CULTURAL CONCEPTS DEALT WITH THE MODULE OF THE ART CASE STUDY,	00386019 00386020 00386021 00386022 00386023
*FILE	ART CASE STUDY PICASSO DISCUSSION	00386009

OVERVIEW

Without pretending to be a composition course, or a literature course, or a nature of languages course, or a "creative" writing course, this seven weeks section of Humanities I is designed to allow the student to explore some of the potential of the written word. Some basic principles and disciplines of several modes of writing are examined and discussed and then experimented with by the student. In addition he is asked to investigate the practice of contemporary writers in each of the areas discussed.

Each student will keep a journal (not a diary) in which he records where his mind has been lately, his reactions to the literature he reads for those experiences, and his other-wise unsubmitted experiments with the different modes of writing he reads and reads about.

The different modes of writing to be examined include description, narration, characterization, exposition, and poetry. Needless to say, the purpose is not to "train" students in these modes, but to expose them to some of the ways language is manipulated within different kinds of writing and to allow them to experiment with those manipulations themselves. The minimum benefit should be that the student will become sensitive to some of the techniques writers use to achieve a desired effect, and hopefully he will become aware that if his own writing is to have impact he must manipulate the language in such a way that that impact is realized. Additionally, the student will at least have read some samples of contemporary literature.

The basic reading includes Sidney Cox's little book Indirections, John Ciardi's excellent chapter "The Words of Poetry" in his How Does A Poem Mean? selections from Loren Eiseley's The Immense Journey, and Brewster Ghiselin's The Creative Process. In addition the student will be expected

to do a substantial amount of reading from contemporary writers. An anthology such as A Controversy of Poets edited by Paris Leary and Robert Kelley, the current number of the quarterly New American Review and the annual Best Short Stories of 19-- edited by Martha Foley and David Burnett are readily available sources, although any of the better literary reviews would probably serve just as well. Students should be encouraged to seek out the works of writers who appeal to them rather than be given specific assignments. Journal entries should reflect among other things the reading the student does; additionally, the student will submit at the end of the seven weeks a bibliography of everything he has read in connection with the component.

One technique which is strongly recommended is allowing students to read and criticize the efforts of their classmates.

BIBLIOGRAPHY

Allen, Walter, Writers on Writing.

Burhans, Clinton, The Would-be Writer.

*Cassill, R. V. Writing Fiction.

*Ciardi, John. How Does a Poem Mean?

*Cox, Sidney, Indirections.

*Eiseley, Loren, The Immense Journey.

*Foley, Martha, and David Burnett, eds. The Best Short Stories of 19-- (current volume)

*Ghiselin, Brewster, ed. The Creative Process.

Guerard, Albert J., et. al., eds. The Personal Voice.

Hamilton, Carson C. The Disciplines of Writing.

*Hemingway, Ernest. The Short Stories of Ernest Hemingway

*Henderson, Harold G. Introduction to Haifu.

*Leary, Paris, and Robert Kelley. A Controversy of Poets.

*Mailer, Norman. The Short Fiction of Norman Mailer.

Morgan, Fred. Here and Now.

New American Review, current number.

*Updike, John. Pigeon Feathers, The Same Door, The Music School, Olinger Stories.

*Specifically mentioned in modules or introduction.

*OBJECTIVES	ACQUAINT STUDENT WITH NATURE OF COURSE, AS WELL AS BOOKS TO BE USED AND ASSIGNMENTS TO BE REQUIRED	01691 16
		01691 17
*PREREQUISITE	NONE	01691 18
EXPERIENCE	STUDENT LISTENS TO INTRODUCTORY LECTURE RELATING SEVEN WEEK ENGLISH SECTION TO PURPOSE OF HUMANITIES 1, ALSO DISCUSSED IN PURPOSE AND OUTLINE OF COURSE ≥SEE INTRODUCTION, RATIONALE FOR KEEPING OF JOURNAL ALSO DISCUSSED,	01691 11
		01691 12
		01691 13
		01691 14
		01691 15
*SETTING	LARGE GROUP COLLEGE	01691 10
*MATERIALS	BLANK	01691 5
*LEVEL	ALL GRADES	01691 8
*GENERAL	ALL CANDIDATES	01691 7
*HOURS	1	01691 6
*EVALUATION	BLANK	01691 19
*FILE	ENGLISH HUMANITIES INTRODUCTION	01691 9

OBJECTIVES	STUDENT WILL BE ABLE TO IDENTIFY SOME OF THE MANY CONNOTATIVE VALUES OF THE WORDS IN THE POEM ≥LITERATURE, AND HE WILL BE ACQUAINTED WITH SOME SPECIFIC USE OF THESE VALUES IN THE POETRY OF MILTON AND KEATS,	01692 21
		01692 22
		01692 23
		01692 24
*PREREQUISITE	BLANK	01692 25
EXPERIENCE	STUDENT READS [THE WORDS OF POETRY] IN JOHN CIARDI'S HOW DOES A POEM MEAN WHICH DISCUSSES 1, A WORD IS A FEELING, 2, A WORD INVOLVES MUSCLES, 3, A WORD IS HISTORY, 4, A WORD IS A PICTURE, AND THE USE OF THE WORD IN THE POEM AND THE PHRASE AS A FORM, IN THE SECOND HALF OF THE CHAPTER CIARDI DISCUSSES 1, A SENSE OF THE WHOLE LANGUAGE STIRRING 2, LANGUAGE AND DICTION, 3, A POEM IS A MACHINE FOR MAKING CHOICE, 4, THE LANGUAGE OF GOOD POETRY IS ACTIVE, 5, THE LANGUAGE OF GOOD POETRY IS EXACT, AND 7, SOME NOTES ON ADJECTIVES	01692 11
		01692 12
		01692 13
		01692 14
		01692 15
		01692 16
		01692 17
		01692 18
		01692 19
		01692 20
*SETTING	INDEPENDENT COLLEGE	01692 10
*MATERIALS	BLANK	01692 5
*LEVEL	ALL GRADES	01692 8
*GENERAL	ALL CANDIDATES	01692 7
*HOURS	1 1/2	01692 6
*EVALUATION	THE STUDENT'S ABILITY IN CLASS DISCUSSION, JOURNAL ENTRIES AND WRITING ASSIGNMENTS TO IDENTIFY AND USE THE CONNOTATIVE VALUES OF WORDS,	01692 26
		01692 27
		01692 28
*FILE	WORDS ENGLISH LITERATURE	01692 9

*OBJECTIVES	STUDENT WILL BE ACQUAINTED WITH ONE UNIQUE POETIC FORM THROUGH WHICH HE CAN TEST CIARDI'S STATEMENTS ABOUT THE WORDS OF POETRY	01693 18
		01693 19
		01693 20
*PREREQUISITE	PREVIOUS MODULE 1692	01693 21
EXPERIENCE	STUDENT LISTENS TO INSTRUCTOR READ SEVERAL HAIKU AND IN CLASS DISCUSSION TRIES TO RELATE CIARDI'S DISCUSSION OF WORDS ≥MODULE 2A TO THE UNDERSTANDING OF HAIKU, THE INSTRUCTOR MAY THEN INTRODUCE SOME OF THE INDIVIDUALIZING CHARACTERISTICS OF HAIKU AS OUTLINED IN HENDERSON* ≥PP.1-18* AND ILLUSTRATE THESE GENERALIZATIONS WITH MANY EXAMPLES FROM HENDERSON'S ANTHOLOGY	01693 11
		01693 12
		01693 13
		01693 14
		01693 15
		01693 16
		01693 17
*SETTING	LARGE GROUP COLLEGE	01693 10

*MATERIALS	* HAROLD G. HENDERSON, INTRODUCTION TO HAIKU, DOUBLEDAY, GARDEN CITY, N.Y., 1958, -FOR INSTRUCTORS USE	01693 5
*LEVEL	ALL GRADES	01693 8
*GENERAL	ALL CANDIDATES	01693 7
*HOURS	1	01693 6
*EVALUATION	1-CLASS DISCUSSION *SUCCESSFUL COMPLETION OF MODULE 1694	01693 22
*FILE	HAIKU POETRY WORDS	01693 9

*OBJECTIVES	TO TEST THE STUDENT'S UNDERSTANDING OF THE HAIKU FORM AND TO PROVIDE HIM WITH THE EXPERIENCE OF CONSTRUCTING AN ORIGINAL POEM.	01694 19
		01694 20
		01694 21
*PREREQUISITE	MODULE 1693	01694 22
*EXPERIENCE	STUDENT WRITES TWO ≥2+ HAIKU KEEPING IN MIND THE FOLLOWING PRINCIPLES WHICH WILL HAVE BEEN DISCUSSED IN MODULE 2B:	01694 11
	1+ A LIMIT OF 17 SYLLABLES IN 3 LINES, ARRANGED IN THE REQUIRED 5-7-5 ORDER+ 2+ A WORD SUGGESTING THE SEASON+ 3+ OBJECTIVITY+ 4+ A RECORD OF A MOMENT OF HIGH EMOTIONAL RESPONSE+ 5+ MAN'S PRESENCE IS NOT IMPOSED ON THE WORLD OF NATURE+ 6+ REALISM+ 7+ SUBTLETY+ 8+ AN ECONOMICAL USE OF WORDS+ AND 9+ THE USE OF A SINGLE SHARP IMAGE,	01694 12
		01694 13
		01694 14
		01694 15
		01694 16
		01694 17
		01694 18
*SETTING	INDEPENDENT COLLEGE	01694 10
*MATERIALS	BLANK	01694 5
*LEVEL	ALL GRADES	01694 8
*GENERAL	ALL CANDIDATES	01694 7
*HOURS	1	01694 6
*EVALUATION	NOT SO MUCH THE QUALITY OF THE HAIKU PRODUCED AS THE SPIRIT OF THEM AND THEIR ADHERENCE TO THE PRINCIPLE LISTED IN THE MODULE	01694 23
		01694 24
		01694 25
*FILE	POETRY WRITING HAIKU	01694 9

*OBJECTIVES	TO ALLOW STUDENT TO ACQUAINT HIMSELF WITH DISCRIPTIVE TECHNIQUE OF A FEW MODERN ESTABLISHED WRITERS,	01695 16
		01695 17
*PREREQUISITE	BLANK	01695 18
*EXPERIENCE	STUDENTS READ SHORT STORY OR ESSAY ZUPDIKE, STEINBECK, HEMINGWAY, LOREN EISELEY+ WHICH EMPLOYS HIGHLY DESCRIPTIVE WRITING. THEY WILL BE ESPECIALLY ALERT TO WRITER'S DESCRIPTIVE TECHNIQUE. ALSO STUDENT BEGINS READING SIDNEY COX, INDIRECTIONS,	01695 11
		01695 12
		01695 13
		01695 14
		01695 15
*SETTING	INDEPENDENT COLLEGE	01695 10
*MATERIALS	BLANK	01695 5
*LEVEL	ALL GRADES	01695 8
*GENERAL	ALL CANDIDATES	01695 7
*HOURS	1 1/2	01695 6
*EVALUATION	SEE MODULE 1696	01695 19
*FILE	DESCRIPTION LITERATURE SHORT STORY	01695 9

*OBJECTIVES	TO DISCOVER SOME GENERALIZATIONS ABOUT THE TECHNIQUE OF DESCRIPTIVE WRITING	01696 18
		01696 19
*PREREQUISITE	PREVIOUS MODULE 1695	01696 20
*EXPERIENCE	STUDENT PARTICIPATES IN CLASS DISCUSSION EXCHANGING OBSERVATION ABOUT THE DESCRIPTIVE TECHNIQUE OF WRITERS READ IN MODULE 4A AND ATTEMPTING TO MAKE GENERALIZATIONS ABOUT THE FUNCTION AND TECHNIQUE OF DESCRIPTION, LISTENS TO INSTRUCTORS SUGGESTIONS ABOUT DESCRIPTION STRESSING THE VALUE OF DETAILED AS OPPOSED TO GENERALIZED DESCRIPTION, IMAGE AND METAPHOR, AND OBJECTIVITY,	01696 11
		01696 12
		01696 13
		01696 14
		01696 15
		01696 16
		01696 17
*SETTING	LARGE GROUP COLLEGE	01696 10
*MATERIALS	BLANK	01696 5

*LEVEL	ALL GRADES	01696	8
*GENERAL	ALL CANDIDATES	01696	7
*HOURS	1	01696	6
*EVALUATION	SEE MODULE 1697	01696	21
*FILE	DESCRIPTION LITERATURE SHORT STORY	01696	9

*OBJECTIVES	TO INCREASE STUDENTS ABILITY TO DESCRIBE A A SCENE IN SUCH0	1697	14
	A WAY THAT IT PRODUCES THE DESIRED EMOTIONAL EFFECT UPON	1697	15
	THE READER,	1697	16
*PREREQUISITE	PREVIOUS MODULES 1695, 1696	1697	17
*EXPERIENCE	STUDENT WRITES 1-2 PAGE DESCRIPTION OF A SCENE MAKING AN	1697	11
	EFFORT TO FOLLOW THE GENERALIZATION ARRIVED AT IN MODULE	1697	12
	IN 1696	1697	13
*SETTING	INDEPENDENT COLLEGE	1697	10
*MATERIALS	BLANK	1697	5
*LEVEL	ALL GRADES	1697	8
*GENERAL	ALL CANDIDATES	1697	7
*HOURS	2	1697	6
*EVALUATION	SEE MODULE 1700	1697	18
*FILE	DESCRIPTION WRITING TECHNIQUE	1697	9

*OBJECTIVES	TO EXTEND THE CONSIDERATION OF DESCRIPTIVE TECHNIQUE TO	1698	17
	CHARACTER DESCRIPTION AND TO DISCUSS INDIVIDUAL WRITING	1698	18
	PROBLEMS OF SOME STUDENTS,	1698	19
*PREREQUISITE	PREVIOUS MODULES 1695, 1696, + 1697	1698	20
*EXPERIENCE	ADDITIONAL DISCUSSION OF DESCRIPTION ESPECIALLY AS IT	1698	11
	APPLIES TO THE DESCRIPTION OF A PERSON, SOME OF THE	1698	12
	NOTIONS OF SIDNEY COX >SEE MODULE 4A, MIGHT ALSO BE	1698	13
	BROUGHT IN HERE ESPECIALLY AS THEY APPLY THE DIFFICULTIES	1698	14
	STUDENTS ENCOUNTER IN THEIR OWN WRITING AND JOURNAL	1698	15
	ENTRIES,	1698	16
*SETTING	LARGE GROUP COLLEGE	1698	10
*MATERIALS	BLANK	1698	5
*LEVEL	ALL GRADES	1698	8
*GENERAL	ALL CANDIDATES	1698	7
*HOURS	1	1698	6
EVALUATION	STUDENT'S PERFORMANCE IN SECOND DESCRIPTIVE PAPER >1701	1698	21
	WILL SERVE AS AN EVALUATION OF THIS MODULE,	1698	22
*FILE	DESCRIPTION WRITING LITERATURE	1698	9

*OBJECTIVES	TO ALLOW STUDENT TO ACQUAINT HIMSELF WITH AND BE ABLE TO	1699	15
	IDENTIFY THE DESCRIPTIVE TECHNIQUES OF CONTEMPORARY	1699	16
	WRITERS	1699	17
*PREREQUISITE	PREVIOUS MODULE 1698	1699	18
*EXPERIENCE	STUDENT EXAMINES CONTEMPORARY FICTIONAL PIECES OF HIS OWN	1699	11
	CHOOSING >SEE INTRODUCTION FOR POSSIBLE SOURCES, NOTING	1699	12
	PARTICULAR WRITER'S USE OF DESCRIPTION, ESPECIALLY	1699	13
	CHARACTER DESCRIPTION,	1699	14
*SETTING	INDEPENDENT COLLEGE	1699	10
*MATERIALS	BLANK	1699	5
*LEVEL	ALL GRADES	1699	8
*GENERAL	ALL CANDIDATES	1699	7
*HOURS	2	1699	6
*EVALUATION	STUDENT MUST BE ABLE TO IDENTIFY 7 OUT OF 10 DESCRIPTIVE	1699	19
	TECHNIQUES	1699	20
*FILE	CONTEMPORARY FICTION LITERATURE DESCRIPTION	1699	9

*OBJECTIVES	TO EXPOSE STUDENTS TO THE EFFORTS OF HIS CLASSMATES, DISCUSS MUTUAL DIFFICULTIES AND CRITICIZE THESE EFFORTS, ALSO TO DETERMINE THE RELEVANCE OF WRITING (RULES) TO CONTEMPORARY PRACTICE,	01700 16 01700 17 01700 18 01700 19
*PREREQUISITE	PREVIOUS MODULES 1695 THROUGH 1699	01700 20
EXPERIENCE	STUDENT PARTICIPATES IN DISCUSSION AND CRITICISM OF SAMPLE STUDENT DESCRIPTIONS ≥MODULE 1697, ALSO A DISCUSSION OF THE RELEVANCE OF THE GENERALIZATIONS MADE ABOUT DESCRIPTIVE WRITING ≥MODULES 1696, 1698* TO CONTEMPORARY WRITING	01700 11 01700 12 01700 13 01700 14 01700 15
*SETTING	LARGE GROUP COLLEGE	01700 10
*MATERIALS	BLANK	01700 5
*LEVEL	ALL GRADES	01700 8
*GENERAL	ALL CANDIDATES	01700 7
*HOURS	1	01700 6
*EVALUATION	THIS MODULE IS ITSELF AN ATTEMPT TO EVALUATE THE LAST FIVE MODULES. STUDENT'S PERFORMANCE ON MODULE 1701 WILL HELP EVALUATE THIS MODULE.	01700 21 01700 22 01700 23
*FILE	DESCRIPTION LITERATURE CONTEMPORARY FICTION	01700 9

*OBJECTIVES	TO ALLOW STUDENT TO DEMONSTRATE HIS UNDERSTANDING OF THE OF THE DESCRIPTIVE TECHNIQUE IN HIS OWN WRITING	01701 15 01701 16
*PREREQUISITES	ALL PREVIOUS MODULES 1695-1700	01701 17
EXPERIENCE	STUDENT WRITES 2-3 PAGE DESCRIPTION OF A CHACTER WITHIN A SETTING 2ND DIALOG MAKING USE OF WHATEVER GENERALIZATION SEEM VALID ≥SEE 6A* OR PERHAPS PATTERNING HIS DESCRIPTION AFTER A MODEL9	01701 11 01701 12 01701 13 01701 14
*SETTING	INDEPENDENT	01701 10
*MATERIALS		01701 5
*LEVEL	ALL GRADES	01701 8
*GENERAL	ALL CANDIDATES	01701 7
*HOURS	2-3	01701 6
*EVALUATION	THIS IS AN EVALUATION OF PREVIOUS MODULES8 ESPECIALLY 1700	01701 18
*FILE	WRITING DESCRIPTION LITERATURE	01701 9

*OBJECTIVES	TO ACQUAINI STUDENT WITH THE NATURE AND FUNCTION OF NARRATIVE WRITING8 TO ALLOW HIM TO EXAMINE ITS USE IN CONTEMPORARY AND MODERN WRITING8 AND TO AID HIM IN DEVELOPING HIS OWN ABILITY TO WRITE NARRATION	01702 19 01702 20 01702 21 01702 22
*EXPERIENCE	THE PROCEDURE RECOMMENDED FOR THE UNIT ON DESCRIPTIVE WRITING IS SUGGESTED FOR THE FOLLOWING THREE CLASS DAY UNIT ON NARRATIVE WRITING8 EXCEPT THAT IT IS SUGGESTED THAT ONLY ONE 2-3 PAGE ASSIGNMENT BE REQUIRED WITH THIS UNIT9 TO AVOID REDUNDANCY THE UNIT WILL NOT BE DETAILED HERE9 R9V9 CASSILL,S COMMENTS BY HIS WRITING FICTION ON ON NARRATIVE WRITING AS WELL AS THOSE ON DESCRIPTION AND CHARACTERIZATION ARE RECOMMENDED TO THE INSTRUCTOR	01702 11 01702 12 01702 13 01702 14 01702 15 01702 16 01702 17 01702 18
*SETTING -	COLLEGE LARGE GROUP INDEPENDENT	01702 10
*MATERIALS		01702 5
*LEVEL	ALL GRADES	01702 8
*GENERAL	ALL CANDIDATES	01702 7
*HOURS	6-8	01702 6
*EVALUATION	AS WITH DESCRIPTIVE WIRTING8 EVALUATION WILL BE BASED ON WILL BE BASED ON STUDENT,S PERFORMANCE IN DUSCUSSING AND ESPECIALLY HIS OWN NARRATIVE WRITING9 CLASS CRITICISM AND INSTRUCTOR,S COMMENTS WILL PROVIDE OUTSIDE EVALUATION FOR THE STUDENT OF HIS OWN WRITING9	01702 23 01702 24 01702 25 01702 26 01702 26
*FILE	WRITING LITERATURE NARRATION	01702 9

*OBJECTIVES	TO ACQUAINT STUDENTS WITH ONE WRITER,S EXPERIENCE OF CREATING A CHARACTER IN ORDER TO PREPARE THEM FOR THEIR OWN ATTEMPTS AT CHARACTERIZATION	01703 14 01703 15 01703 16
*PREREQUISITES	BLANK	01703 17
*EXPERIENCE	STUDENT READS DOROTHY CANFIELD,S HOW FLINT AND FIRE STARTED AND GREW IN THE CREATIVE PROCESS AND THE STORY FLINT AND FIRE ITSELF.	01703 11 01703 12 01703 13
*SETTING -	COLLEGE INDEPENDENT	01703 10
*MATERIALS		01703 5
*LEVEL	ALL GRADES	01703 8
*GENERAL	ALL CANDIDATES	01703 7
*HOURS	1	01703 6
*EVALUATION	STUDENT,S PARTICIPATION IN CLASS DISCUSSION THEIR OWN CHARACTERIZATION WRITING	01703 18 01703 19
*FILE	CHARACTERIZATION LITERATURE WRITING	01703 9

*OBJECTIVES	TO PREVIDE STUDENTS WITH SOME TRADITIONAL NOTIONS ABOUT CREATING CHARACTER WHICH WILL SERVE AS A BASIS FOR HIS OWN EFFORTS AND AS A YARDSTICK BY WHICH TO COMPARE CONTEMPORARY FICTION.	01704 19 01704 20 01704 21 01704 22
*PREREQUISITES	PREVIOUS MODULE 1703	01704 23
*EXPERIENCE	STUDENT LISTENS TO LECTURE ABOUT CHARACTERIZATION WHICH STRESSES NOT SO MUCH KINDS OF CHARACTERS >ROUND,FLAT+ AS WAYS OF REVEALING CHARACTER >EXPOSITION, ACTION,DIALOGUE, ETC+ AS WELL THE KIND OF PENCEPTION THAT IS NECESSARY TO CREATE CHARACTER, ALSO, A DISCUSSION OF THE DOROTHY CANFIELD ESSAY AND STORY >MODULE 8A+ AND THE RELEVANCE OF HER OBSERVATIONS TO STUDENTS OWN EFFORTS TO CREATE CHARACTER	01704 11 01704 12 01704 13 01704 14 01704 15 01704 16 01704 17 01704 18
*SETTINGS -	COLLEGE LARGE GROUP	01704 10
*MATERIALS	BLANK	01704 5
*LEVEL	ALL GRADES	01704 8
*GENERAL	ALL CANDIDATES	01704 7
*HOURS	1	01704 6
*EVALUATION	STUDENTS OWN CHARACTERIZATION, THEIR READING OF CONTEMPORARY WRITERS, AND THEIR CRITICISM OF THE EFFORTS OF CLASS MATES,	01704 24 01704 25 01704 26
*FILE	CHARACTERIZATION WRITING LITERATURE	01704 9

*OBJECTIVES	TO ALLOW STUDENT TO ACQUAINT HIMSELF WITH AND BE ABLE TO IDENTIFY THE TECHNIQUES OF CHARACTERIZATION OF CONTEMPORARY WRITERS.	01705 14 01705 15 01705 16
*PREREQUISITES	PREVIOUS MODULES 1703-1704	01705 17
*EXPERIENCE	STUDENT READS CONTEMPORARY SHORT STORY OF HIS OWN CHOOSING, NOTING ESPECIALLY THE WAY IN WHICH THE AUTHOR REVEALS CHARACTER	01705 11 01705 12 01705 13
*SETTINGS -	COLLEGE INDEPENDENT	01705 10
*MATERIALS	BLANK	01705 5
*LEVEL	ALL GRADES	01705 8
*GENERAL	ALL CANDIDATES	01705 7
*HOURS	1 1/2	01705 6
EVALUATION	SEE MODULE 1706	01705 18
*FILE	CHARACTERIZATION CONTEMPORARY FICTION LITERATURE	01705 9

*OBJECTIVES	STATED IN MODULE	01706 15
PREREQUISITES	PREVIOUS MODULES 1703, 1704, 1705	01706 16
*EXPERIENCE	STUDENT PARTICIPATES IN CLASS DISCUSSION, EXCHANGING OBSERVATIONS ABLUT CONTEMPORARY PRACTICES IN CREATING	01706 11 01706 12

	CHARACTER IN AN EFFORT TO REACH FURTHER GENERAL RATIONS TOO	01706 13
	AID THEM IN THEIR OWN WRITING EFFORTS	01706 14
*SETTING -	COLLEGE LARGE GROUP	01706 10
*MATERIALS	BLANK	01706 5
*LEVEL	ALL GRADES	01706 8
*GENERAL	ALL CANDIDATES	01706 7
*HOURS	1	01706 6
EVALUATION	STUDENTS OWN WRITING MODULE 1707	01706 17
*FILE	CHARACTERIZATION LITERATURE CONTEMPORARY FICTION	01706 9
*OBJECTIVES	TO ALLOW STUDENT TO DEMONSTRATE HIS UNDERSTANDING OF THE	01707 14
	CONCEPT OF CHARACTERIZATION IN HIS OWN WRITING.	01707 15
*PREREQUISITES	ALL PREVIOUS MODULES 1703-1706	01707 16
*EXPERIENCE	STUDENT WRITES 2-3 PAGE PAPER IN WHICH HE ATTEMPTS TO	01707 11
	CREATE A CHARACTER BY MEANS OF THE TECHNIQUES SUGGESTED IN	01707 12
	MODULES 8B AND 9B.	01707 13
*SETTING -	COLLEGE INDEPENDENT	01707 10
*MATERIALS	BLANK	01707 5
*LEVEL	ALL GRADES	01707 8
*GENERAL	ALL CANDIDATES	01707 7
*HOURS	2-3	01707 6
*EVALUATION	THIS MODULE IS ITSELF AN EVALUATION OF MODULES IN	01707 17
	ADDITION, MODULE 11A WILL EVALUATE THIS MODULE AS WELL IN	01707 18
	CRITICISM	01707 19
*FILE	WRITING LITERATURE CHARACTERIZATION	01707 9
*OBJECTIVES	TO PROFUT FROM THE EXPERIENCE AND OBSERVATIONS OF OTHERS	01708 15
	ABOUT CREATING CHARACTERS AND ABOUT WRITING IN GENERAL	01708 16
*PREREQUISITES	ALL PREVIOUS MODULES 1703-1707	01708 17
*EXPERIENCE	STUDENT PARTICIPATES IN CLASS DISCUSSION OF	01708 11
	DIFFICULTIES ENCOUNTERED WITH WRITING A CHARACTERIZATION	01708 12
	DRAWING UPON PREVIOUS MODULES, ESP, GENERALIZATIONS ABOUT	01708 13
	TECHNIQUE,	01708 14
*SETTING -	COLLEGE LARGE GROUP	01708 10
*MATERIALS		01708 5
*LEVEL	ALL GRADES	01708 8
*GENERAL	ALL CANDIDATES	01708 7
*HOURS	1	01708 6
EVALUATION	DISCUSSION GROUP DEVELOP A LIST OF 10 IMPORTANT	01708 18
	DIFFICULTIES WITH WRITING A CHARACTERIZATION DRAWING	01708 19
*FILE	CHARACTERICATION LITERATURE WRITING	01708 9
*OBJECTIVES	TO EXPOSE STUDENTS TO THE EFFORTS OF HIS CLASSMATES,	01709 15
	DISCUSS MUTUAL DIFFICULTIES, AND CRITICIZE THESE EFFORTS,	01709 16
	ALSO TO DETERMINE THE RELEVANCE OF WRITING RULES TO	01709 17
	CONTEMPORARY PRACTICE,	01709 18
*PREREQUISITES	ALL PREVIOUS MODULES 1703-1708	01709 19
*EXPERIENCE	STUDENT PARTIVIPATES IN DISCUSSION AND CRITICISM OF SAMPLE	01709 11
	STUDENT CHARACTERIZATIONS 2MODULE 1707*, ALSO, A	01709 12
	DISCUSSION OF THE RELEVANCE OF THE GENERALIZETING ABOUT	01709 13
	CHARACTERIZATION TO THEIR OWN WRITING	01709 14
*SETTING -	COLLEGE LARGE GROUP	01709 10
*MATERIALS		01709 5
*LEVEL	ALL GRADES	01709 8
*GENERAL	ALL CANDIDATES	01709 7
*HOURS	1	01709 6
*EVALUATION	THIS MODULE IS ITSELF AN ATTEMPT TO EVALUATE THE LAST SIX	01709 20
	MODULES	01709 21
*FILE	CHARACTERIZATION CRITICISM WRITING	01709 9

*OBJECTIVES	TO PROVIDE AN OPPORTUNITY FOR THE STUDENT TO COMBINE THE VARIOUS WRITING TECHNIQUES SO FOR DISCUSSED INTO A SINGLE UNIFIED WORK,	01710 14
		01710 16
		01710 17
*PREREQUISITES	ALL PREVIOUS MODULES	01710 18
*EXPERIENCE	STUDENT WRITES SHORT-SHORT STORY ≥10-12 PP, IN WHICH HE EMPLOYS THE SKILLS ACQUIRED IN ALL PREVIOUS MEDULES, JOANNAL ENTRIES AND PREVIOUS WRITING ASSIGNMENTS MAY PROVIDE LAW MATERIAL FOR THIS ASSIGNMENT,	01710 11
		01710 12
		01710 13
		01710 14
*SETTING -	COLLEGE INDEPENDENT	01710 10
*MATERIALS		01710 5
*LEVEL	ALL GRADES	01710 8
*GENERAL	ALL CANDIDATES	01710 7
*HOURS	8-10	01710 6
EVALUATION	THIS IS A MEANS FOR EVALUATING PREVIOUS MODULES INSTRUCTOR COMMENTS WILL EVALUATE HIS PERFORMANCE,	01710 19
		01710 20
*FILE	WRITING SHORT SHORT STORY LITERATURE	01710 9

*OBJECTIVES	TO PROVIDE THE STUDENT WITH A SLIGHTLY DIFFERENT PERSPECTIVE ON WRITING FICTION THAN THOSE OF SIDNEY COX AND DOROTHY CANFIELD,	01711 13
		01711 14
		01711 15
*PREREQUISITES	BLANK	01711 16
*EXPERIENCE	STUDENT READS HENRY MILLER,S REFLECTIONS ON WRITING THE CREATIVE PROCESS	01711 11
		01711 12
*SETTING -	COLLEGE INDEPENDENT	01711 10
*MATERIALS		01711 5
*LEVEL	ALL GRADES	01711 8
*GENERAL	ALL CANDIDATES	01711 7
*HOURS	1	01711 6
*EVALUATION	STUDENT,S PERFORMANCE IN MODULE 1710 AND HIS PARTICIPATION IN 1713 AS WELL AS HIS JOURNAL ENTRIES	01711 17
		01711 18
*FILE	WRITING LITERATURE CREATIVE PROCESS	01711 9

*OBJECTIVES	IDENTIFICATION OF STUDENT WRITER,S DIFFICULTIES WITH THOSE OF PROFESSIONAL WRITER ATTEMPT TO FIND COMMON SOLUTIONS,	01712 15
		01712 16
*PREREQUISITES	PREVIOUS MODULES 1710 1711	01712 17
*EXPERIENCE	STUDENT PARTICIPATES IN DISCUSSION OF THE MILLEN ARTICLE ≥MODULE 1711 ESPECIALLY AS TO HOW HIS OBSERVATIONS MAY APPLY TO PROBLEMS STUDENTS MAY BE ENCOUNTERING IN THE WRITING OF HIS SHORT SHORT STORY ≥MODULE 1710	01712 11
		01712 12
		01712 13
		01712 14
*SETTING -	COLLEGE 6ARGE GROUP	01712 10
*MATERIALS		01712 5
*LEVEL	ALL GRADES	01712 8
*GENERAL	ALL CANDIDATES	01712 7
*HOURS	1	01712 6
*EVALUATION	BECAUSE THIS MODULE IS INTENDED AS AN ASSISTANCE TO STUDENT,S PERFORMANCE IN MODULE 12A, THAT MODULE WILL SERVE TO EVALUATE THIS,	01712 18
		01712 19
		01712 20
*FILE	WRITING LITERATURE SHORT SHORT STORY	01712 9

*OBJECTIVES	TO PREPARE STUDENT FOR READING OF EXPOSITORY ESSAYS AND FOR WRITING OF SAME	01713 16
		01713 17
PERREQUISITES	BLANK	01713 18
*EXPERIENCE	STUDENT LISTENS TO PARTICIPATES IN DISCUSSION OF THE NOTICE OF EXPOSITION, ESPECIALLY AS TO WHICH WHICH OF THE GENERALIZATION MADE ABOUT THE TECHNIQUES OF	01713 11
		01713 12
		01713 13

	CREATIVE WRITING MIGHT APPLY TO EXPOSITION, E.G.,	01713 14
	SPECIFICITY, DRAMATIZATION;	01713 15
*SETTING -	COLLEGE LARGE GROUP	01713 10
*MATERIALS		01713 5
*LEVEL	ALL GRADES	01713 8
*GENERAL	ALL CANDIDATES	01713 7
*HOURS	1	01713 6
*EVALUATION	STUDENT'S PARTICIPATION IN DISCUSSION AND HIS OWN	01713 19
	EXPOSITORY WRITING ≥MODULE 1715*,	01713 19
*FILE	EXPOSITION WRITING LITERATURE	01713 9

*OBJECTIVES	TO EXAMINE THE EXPOSITORY STYLE OF ONE OUTSTANDING MODERN	01714 13
	ESSAYIST IN ORDER TO ARRIVE AT SOME GENERALIZATIONS ABOUT	01714 14
	THE TECHNIQUES OF EXPOSITORY WRITING,	01714 15
PREREQUISITES	PREVIOUS MODULE 1713	01714 16
*EXPERIENCE	STUDENT READS SELECTIONS FROM LOREN EISELEY, S THE IMMENSE	01714 11
	JOURNEY ≥SEE ESPECIALLY JUDGEMENT OF THE BIRDS+	01714 12
*SETTING -	COLLEGE INDEPENDENT	01714 10
*MATERIALS	BLANK	01714 5
*LEVEL	ALL GRADES	01714 8
*GENERAL	ALL CANDIDATES	01714 7
*HOURS	2	01714 6
*EVALUATION	STUDENT, S DISCUSSION OF THE EISELEY ESSAY AND STYLE AND HIS	01714 17
	OWN EXPOSITORY WRITING	01714 18
*FILE	EXPOSITION ESSAY WRITING	01714 9

*OBJECTIVES	TO ALLOW THE STUDENT TO EXAMINE CURRENT PRACTICE IN	01715 20
	EXPOSITORY WRITING AND TO ASSIST HIM IN DEVELOPING HIS OWN	01715 21
	ABILITY AS AN ESSAYIST	01715 22
*PREREQUISITES	PREVIOUS MODULES 1713, 1714	01715 23
*EXPERIENCE	THE PATTERN FOR THE REMAINDER OF THE EXPOSITORY WRITING	01715 11
	UNIT IS THE SAME AS FOR PREVIOUS UNITS, STUDENTS SHOULD	01715 12
	READ EXAMPLES OF CONTEMPORARY ESSAYS FROM THE CURRENT	01715 13
	REVIEWS AND JOURNALS OR FROM MAGAZINES LIKE ESQUIRE,	01715 14
	ATLANTIC, HARPER, S, OR NEW YORKER, THEN THE STUDENT WILL	01715 15
	WRITE A 3-4 PAGE EXPOSITION OF HIS OWN, INCORPORATING	01715 16
	THE GENERALIZATIONS ARRIVED AT FROM EXAMINATION OF CURRENT	01715 17
	WRITING. STUDENTS WILL THEN READ AND CRITICIZE THE ESSAYS	01715 18
	SUBMITTED BY FELLOW STUDENTS,	01715 19
*SETTING -	COLLEGE LARGE GROUP INDEPENDENT	01715 10
*MATERIALS	BLANK	01715 5
*LEVEL	ALL GRADES	01715 8
*GENERAL	ALL CANDIDATES	01715 7
*HOURS	7-9	01715 6
*EVALUATION	THE WRITING THE STUDENT PRODUCES AND HIS CLASS	01715 24
	PARTICIPATION WILL BE A MEASURE OF THE SUCCESS OF THIS	01715 25
	MODULE, STUDENTS EFFORTS WILL BE EVALUATED BY INSTRUCTOR	01715 26
*FILE	EXPOSITION WRITING ESSAY	01715 9

*OBJECTIVES	TO PROVIDE A BRIEF INTRODUCTION TO CONTEMPORARY POETRY IN	01716 18
	PREPARATION FOR THE READING ASSIGNMENTS AND POETRY WRITING	01716 19
	ASSIGNMENT OF THIS UNIT,	01716 20
*PREREQUISITE	BLANK	01716 21
*EXPERIENCE	STUDENT LISTENS TO INTRODUCTORY LECTURE ON POETRY -NO	01716 11
	ATTEMPT WILL BE MADE TO APPROACH THE SUBJECT IN ANY GREAT	01716 12
	DEPTH, BUT THE LECTURE WILL TRY TO MAKE A FEW	01716 13
	GENERALIZATIONS ABOUT THE CONCERN AND DIRECTION OF MODERN	01716 14
	AMERICAN POETRY, SHORT POEMS SUCH POETS AS	01716 15

	LAWRENCE FERLINGHETTI, JAMES DICKEY AND ROBERT CREELY WILL BE USED TO ILLUSTRATE THE GENERALIZATIONS	01716 16
		01716 17
*SETTING	LARGE GROUP COLLEGE	01716 10
*MATERIALS	BLANK	01716 5
*LEVEL	ALL GRADES	01716 8
*GENERAL	ALL CANDIDATES	01716 7
*HOURS	1	01716 6
*EVALUATION	STUDENTSS RESPONSE TO POETRY THEY READ AS EVIDENCED IN THEIR JOURNALS AND IN CLASS DISCUSSION	01716 22
		01716 23
*FILE	POETRY WRITING LITERATURE	01716 9

*OBJECTIVES	TO EXAMINE THE STATEMENTS OF TWO POETS AS TO THE NATURE OF THEIR WORK IN ORDER TO PREPARE STUDENTS FOR THEIR OWN ATTEMPTS TO WRITE A POEM,	01717 14
		01717 15
*PREREQUISITE	PREVIOUS MODULE 1716	01717 16
		01717 17
*EXPERIENCE	STUDENT READS STEPHEN SPENDERSS [THE MAKING OF A POEM] AND BREWSTER GHISELIN'S [THE BIRTH OF A POEM] IN THE CREATIVE PROCESS	01717 11
		01717 12
		01717 13
*SETTING	INDEPENDENT COLLEGE	01717 10
*MATERIALS	BLANK	01717 5
*LEVEL	ALL GRADES	01717 8
*GENERAL	ALL CANDIDATES	01717 7
*HOURS	2	01717 6
*EVALUATION	SAME AS 1716 AND ALSO THE EVIDENCE OF THEIR OWN ORIGINAL POEM,	01717 18
		01717 19
*FILE	POETRY WRITING CREATIVE PROCESS	01717 9

*OBJECTIVES	TO ARRIVE AT A FEW GENERALIZATION WHICH WILL BE OF ASSISTANCE IN WRITING A POEM,	01718 17
		01718 18
*PREREQUISITE	PREVIOUS MODULES 2A, 16A, 1692, 1716, 1717	01718 19
*EXPERIENCE	STUDENT PARTICIPATES IN DISCUSSION OF SPENDER AND GHISELIN'S ARTICLES ≥MODULE 1717+, ATTEMPTING TO APPLY THEIR COMMENTS TO THE POEMS READ IN CLASS THE PREVIOUS DAY AND/OR NEW POEMS, INSTRUCTORS SUGGESTIONS ABOUT POETRY ≥MODULE 1716+ AS WELL AS CIARDI COMMENTS ≥MODULE 1692+ ARE RE-EXAMINED IN THE LIGHT OF THESE ARTICLES,	01718 11
		01718 12
		01718 13
		01718 14
		01718 15
		01718 16
*SETTING	LARGE GROUP COLLEGE	01718 10
*MATERIALS	BLANK	01718 5
*LEVEL	ALL GRADES	01718 8
*GENERAL	ALL CANDIDATES	01718 7
*HOURS	1	01718 6
*EVALUATION	SAME AS 1717	01718 20
*FILE	POETRY WRITING CREATIVE PROCESS	01718 9

*OBJECTIVES	TO ALLOW THE STUDENT TO READ FURTHER IN CONTEMPORARY POETRY AND TO FURTHER PREPARE HIM TO WRITE A POEM	01719 16
		01719 17
*PREREQUISITE	PREVIOUS MODULES 1692, 1716, 1717, 1718	01719 18
*EXPERIENCE	STUDENT READS SAMPLES OF THE POEMS OF ONE OR TWO CONTEMPORARY POETS ≥OTHER THEN THOSE USED IN MODULE 16A+ SUCH AS THOSE INCLUDED IN A CONTROVERSY OF POETS ≥SEE BIBLIOGRAPHY+ AND/OR CURRENT LITERARY REVIEWS, STUDENTS SHOULD SELECT FOR THEMSELVES THE POETS THEY WISH TO READ	01719 11
		01719 12
		01719 13
		01719 14
		01719 15
*SETTING	INDEPENDENT COLLEGE	01719 10
*MATERIALS	BLANK	01719 5
*LEVEL	ALL GRADES	01719 8
*GENERAL	ALL CANDIDATES	01719 7
*HOURS	2	01719 6
*EVALUATION	SAME AS MODULE 1716	01719 19
*FILE	POETRY WRITING CONTEMPORARY	01719 9

*OBJECTIVES	ABLE TO IDENTIFY SOME GENERALIZATION ABOUT MODERN POETRY	01720 15
*PREREQUISITE	PREVIOUS MODULES 1692, 1716, 1717, 1718, 1719	01720 16
*EXPERIENCE	STUDENTS PARTICIPATE IN DISCUSSION IN WHICH THEY EXCHANGE OBSERVATIONS ABOUT THE CONTENT AND STYLE OF THE POETS. THEY HAVE READ IN AN ATTEMPT TO MAKE SOME GENERALIZATIONS ABOUT THE WRITING OF CONTEMPORARY POETRY,	01720 11 01720 12 01720 13 01720 14
*SETTING	LARGE GROUP COLLEGE	01720 10
*MATERIALS	BLANK	01720 5
*LEVEL	ALL GRADES	01720 8
*GENERAL	ALL CANDIDATES	01720 7
*HOURS	1	01720 6
*EVALUATION	STUDENTS ARE TO MAKE AT LEAST 5 GENERALIZATIONS ABOUT WRITING CONTEMPORARY POETRY,	01720 17 01720 18
*FILE	CONTEMPORARY POETRY WRITING	01720 9

*OBJECTIVES	TO PROVIDE THE STUDENT WITH THE EXPERIENCE OF CREATING A POEM AND TO USE THE OBSERVATIONS HE HAS MADE ABOUT CONTEMPORARY POETRY	01721 14 01721 15 01721 16
*PREREQUISITE	PREVIOUS MODULES 1692, 1716, 1717, 1718 1719 + 1720	01721 17
*EXPERIENCE	STUDENT WRITES A POEM IN WHICH HE ATTEMPTS TO INCORPORATE THE CONTENT AND STYLE HE HAS OBSERVED TO BE THE PRACTICE IN CONTEMPORARY POETRY	01721 11 01721 12 01721 13
*SETTING	INDEPENDENT COLLEGE	01721 10
*MATERIALS	BLANK	01721 5
*LEVEL	ALL GRADES	01721 8
*GENERAL	ALL CANDIDATES	01721 7
*HOURS	2-3	01721 6
*EVALUATION	INSTRUCTOR'S COMMENTS AS WELL AS CRITICISM FROM CLASSMATES IN CLASS DISCUSSION,	01721 18 01721 19
*FILE	WRITING POETRY CONTEMPORARY	01721 9

*OBJECTIVES	STUDENT WILL BE INVOLVED IN SOME RUDIMENTARY CRITICISM OF POETRY AND EXPOSED TO THE EFFORTS AND CRITICISM OF HIS CLASSMATES	01722 15 01722 16 01722 17
*PREREQUISITE	PREVIOUS MODULES 1693, 1694	01722 18
*EXPERIENCE	STUDENTS READ OR HAVE READ ANONYMOUSLY SOME OF THE HAIKU DONE IN MODULE 1694, STUDENTS DISCUSS AND CRITICIZE THESE EXAMPLES ON THE BASIS OF THE GENERALIZATIONS SUGGESTED IN 1694, COMPARE AND CONTRAST WITH POEMS OF HAIKU MASTERS,	01722 11 01722 12 01722 13 01722 14
*SETTING	LARGE GROUP COLLEGE	01722 10
*MATERIALS	BLANK	01722 5
*LEVEL	ALL GRADES	01722 8
*GENERAL	ALL CANDIDATES	01722 7
*HOURS	1	01722 6
*EVALUATION	THIS MODULE IS ESSENTIALLY AN EVALUATION OF 1693 + 1694	01722 19
*FILE	HAIKU POETRY LITERATURE	01722 9

HUMANITIES I ART

OVERVIEW

The rationale for the content of this studio experience is based on the premise that man gains understanding of his humanness as he perceives and visually expresses discoveries of his gods, his world and himself, and that these expressions are the product of the art experience which allows the individual's cognitive and intuitive selection and execution of form and material best suited to the artist and his intent.

*OBJECTIVES	REINFORCE RELATIONSHIP OF THIS COURSE TO PREVIOUS KNOWLEDGE ABOUT THE HUMANITIES, IDENTIFY WITH THE ARTISTS SHAPING AN ART FORM, CONSTRUCT AN ARMATURE, APPLY CLAY TO ARMATURE, PREPARE CLAY AND FOLLOW PROCEDURE FOR THE CAR AND HANDLING OF CLAY,	00881019 00881020 00881021 00881022 00881023 00881024
*PREREQUISITES	HUMANITIES 1	00881011
*EXPERIENCE	RELATE THEME MAN AS THE CENTER OF THE UNIVERSE TO PURPOSES OF HUM, 1 ORIENT THINKING TO THE PURPOSES OF THIS COURSE, VIEW SLIDES ILLUSTRATING ARTISTS'S USE OF THE HUMAN FORM IN THE VISUAL ARTS, OBSERVE DEMONSTRATION OF THE CONSTRUCTION OF AN ARMATURE, CONSTRUCT ARMATURE AND PREPARE CLAY FOR LIFE-SIZE SELF PORTRAIT, DISCUSS OBSERVATIONS MADE FROM SLIDES IN TERMS OF CREATOR AND POSSIBLE REASONS FOR THE INTERPRETATIONS,	00881012 00881013 00881014 00881015 00881016 00881017 00881018 00881010
*SETTING	COLLEGE STUDIO	00881005
*MATERIALS	SELECTED SLIDES OF ARTISTS WORK IN DIFFERENT STYLES, MEDIA CULTURES OR PERIODS OF ART, WOOD WORKING TOOLS, LUMBER, AND OTHER SUPPLIES FOR ARMATURES, CLAY,	00881005 00881008 00881007 00881006
*LEVEL	ALL GRADES	00881025
*GENERAL	ALL CANDIDATES	00881026
*HOURS	2 HRS,	00881027
*EVALUATION	INDICATION OF ABILITY TO EMPATHIZE WITH ARTISTS AND WORK OF ART AS EXPRESSED IN DISCUSSION, OF ART AS EXPRESSED IN DISCUSSION, SUCCESSFUL COMPLETION OF THE ARMATURE, SATISFACTORY PREPARATION OF CLAY BY CHECKING RESULTS, SATISFACTORY BUILDING OF BASIC FORM THROUGH OBSERVATION MADE WHILE WORKING,	00881028 00881029 00881030 00881009
*FILE	HUMANITIES ART CLAY SELF PORTRAIT	

*OBJECTIVES	COMPARE AN ARTISTS REPORT ABOUT HIS BEHAVIOUR WITH ONE'S OWN, DIFFERENTIATE BETWEEN THE DISCIPLINED AND CREATIVE BEHAVIOR OF AN ARTIST, ANALYSE A STRATEGY FOR DEVELOPING SYMBOLIC FORM IN ART,	00882018 00882019 00882020 00882021 00882022
*PREREQUISITES	HUM, 1	00882011
*EXPERIENCE	READ SHAPE OF CONTENT BEN SHAHN ANSWER FOLLOWING QUESTIONS, HOW DOES SHAHN DEVELOP HIS IMAGERY, WHAT ARE HIS SOURCES FOR SUBJECT MATTER, WHAT DOES HE SAY ABOUT THE DISCIPLINE OF AN ARTIST, WHAT DOES HE SAY ABOUT THE CREATIVE BEHAVIOR OF AN ARTIST, DISCUSS QUESTIONS IN FOLLOWING CLASS, APPLY SUGGESTIONS TO OWN BEHAVIOR, HOW DOES SHAHN DIFFER, HOW IS HIS BEHAVIOR SIMILAR TO STUDENTS,	00882012 00882013 00882014 00882015 00882016 00882017
*SETTING	INDEPENDENT COLLEGE	00882010
*MATERIALS	NONE	00882005
*LEVEL	BLANK	00882008
*GENERAL	ALL CANDIDATES	00882007
*HOURS	2 HRS,	00882006
*EVALUATION	ANSWERS TO QUESTIONS INDICATE REASONABLE INTERPRETATION, CLARITY IN THE VERBAL REPORTS ABOUT THE BEHAVIOR OF THE ARTIST AND VALIDITY OF INTERPRETATION OF OWN BEHAVIOR,	00882023 00882024 00882025
*FILE	HUMANITIES ART SHAPE OF CONTENT	00882009

*OBJECTIVES	IDENTIFICATION OF THE SUBJECTIVE AND OBJECTIVE INVOLVEMENT IN ART, INTERPRETATION OF REAL FORM INTO REPRESENTATIONAL ART FORM, UTILIZE MANUAL VISUAL TACTILE SKILLS,	00883015 00883016 00883017 00883018
*PREREQUISITES	HUM, 1 PREVIOUS EXPERIENCE,	00883011
*EXPERIENCE	SELF-PORTRAIT, CLAY SKETCH MODEL SELF-PORTRAIT-TRANSLATE VISUAL TACTILE FORM TO TANGIBLE REPRESENTATIONAL FORM, DISCUSS SELF CONFRONTING EXPERIENCE AS WELL AS OBJECTIVE STRUCTURAL QUALITIES OF PORTRAIT,	00883012 00883013 00883014 00883010
*SETTING	COLLEGE STUDIO	00883005
*MATERIALS	CLAY, MODELING TOOLS, ARMATURES PREPARED THE PREVIOUS DAY	00883008 00883007 00883006
*LEVEL	BLANK	00883019
*GENERAL	ALL CANDIDATES	00883020
*HOURS	2 HRS,	00883009
*EVALUATION	FINISHED PORTRAIT FULFILLS OBJECTIVES, DISCUSSION INDICATES AWARENESS OF OBJECTIVE AND SUBJECTIVE BEHAVIOR,	
*FILE	HUMANITIES ART SELF-PORTRAIT	

*OBJECTIVES	ABSTRACT A FORM TO CONFORM TO A MATERIAL AND ITS PROCESS FOR CONSTRUCTING, CLARIFY AESTHETIC STATEMENT THROUGH REDUCTION, DISTORTION, ELIMINATION,	00884018 00884019 00884020
*PREREQUISITES	SELF PORTRAIT IN CLAY	00884021
*EXPERIENCE	SELF-PORTRAIT - ABSTRACTED FORM RECONSTRUCT PORTRAIT IN A RIGID, STATIC MATERIAL SUCH AS WOOD SCRAPS, SANDCORE, METAL SCRAPS, OR STYROFOAM, OR CARDBOARD, USING A ADDITIVE OR SUBTRACTIVE SCULPTURAL MEANS, INTERPRETE THE REALISTIC FORMS IN TERMS OF THE MATERIAL USED, MODIFY FORMS THROUGH REDUCTION, ABSTRACTION OR DISTORTION TO EMPHASISE QUALITIES GIVING DISTINCTION TO THE PORTRAIT,	00884011 00884012 00884013 00884014 00884015 00884016 00884017 00884010
*SETTING	COLLEGE STUDIO	00884005
*MATERIALS	WOOD, METAL, STYROFOAM, PLEXIGLASS CARDBOARD, SNADCORE SCRAPS, APPROPRIATE ADHESIVES, ELMERS GLUE, DUCO CEMENT, NAILS, TORCHES FOR SOLDERING,	00884005 00884008
*LEVEL	BLANK	00884007
*GENERAL	ALL CANDIDATES	00884006
*HOURS	2 HRS,	00884022
*EVALUATION	APPROPRIATE USE OF MATERIALS ABSTRACTION AN OBVIOUS INTERPRETATION FROM ORIGINAL FORM	00884023
*FILE	HUMANITIES ART ABSTRACTED FORM	00884009

*OBJECTIVES	IDENTIFY CHARACTERISTICS OF CREATIVE BEHAVIOR IN ART,	00885015
*PREREQUISITES	THE MAKING OF A PIECE OF SCULPTURE,	00885016
*EXPERIENCE	READING ASSIGNMENT CREATIVE PROCESS GHISELIN - HENRY MOORES STATEMENT, TAKE NOTES ON INFORMATION IN ARTICLE THAT ARE APPLICABLE TO THINKING ABOUT THE FORMING OF A PIECE OF SCULPTURE,	00885011 00885012 00885013 00885014
*SETTING	INDEPENDENT COLLEGE	00885010
*MATERIALS	PAPER BACKS OF GHISLIN'S CREATIVE PROCESS,	00885009
*LEVEL	BLANK	00885008
*GENERAL	ALL CANDIDATES	00885007
*HOURS	1 HR,	00885006
*EVALUATION	DISCRIMINATING SELECTIONS OF CHARACTERISTICS AS EVIDENCED IN NOTES FROM READING,	00885017 00885018
*FILE	HUM, ART HENRY MOORE CREATIVE PROCESS	00885009

*OBJECTIVES	CRITICALLY OBSERVE ART FORMS USING KNOWLEDGE GAINED FROM MODELING AND CONSTRUCTING, IDENTIFICATION OF STYLES, MEDIA, CULTURES, AND PERIODS, AND EXPRESSIVE QUALITIES OF ART FORMS	00886016 00886018 00886019 00886020
*PREREQUISITES	HUM 1 SCULPTURE EXPERIENCE	00886021
*EXPERIENCE	SELF PORTRAITS VIEW SELECTED SLIDES OF PORTRAITS OF ARTISTS REPRESENTING DIFFERENT CONTENT STYLES, PERIODS, CULTURES AND MEDIA, (100 SLIDES) WRITE COMMENTS REGARDING STYLES PERIODS, CULTURES CONTENT AND MEDIA OF EACH SLIDE, WRITING MAY BE DONE IN TEAMS OF TWO OR THREE STUDENTS,	00886011 00886012 00886013 00886014 00886015
*SETTING	LARGE GROUP COLLEGE	00886010
*MATERIALS	SLIDES, CARROUSEL PROJECTOR, FORMS FOR RECORDING,	00886005
*LEVEL	BLANK	00886008
*GENERAL	ALL CANDIDATES	00886007
*HOURS	2 HRS,	00886006
*EVALUATION	IDENTIFICATION OF STYLES, MEDIA, CULTURES, CONTENT, AND PERIODS SLIDES REPRESENT,	00886022 00886023
*FILE	HUM, ART PORTRAIT SLIDES	00886009

*OBJECTIVES	PRODUCE 3-DIMENSIONAL FIGURE FROM WIRE, DIFFERENTIATE BETWEEN OPEN AND CLOSED FORM SCULPTURE, COMPOSE A FIGURE GROUPING OF WIRE EXPRESSING A THEME COMPARE PROPERTIES OF THIS MATERIAL WITH OTHERS PREVIOUSLY USED,	00887015 00887016 00887017 00887018
*PREREQUISITES	COULD BE INITIAL EXPERIENCE OR COULD FOLLOW CLAY MODELING OR FIGURE DRAWING,	00887019 00887020
*EXPERIENCE	PRODUCE A FULL FIGURE FROM WIRE WHICH WILL FACILITATE THE	00887011

	STRUCTURE AND PROPORTIONATE ASPECT OF A FIGURE IN MOTION, COMBINE SEVERAL FIGURES WHICH EXPRESS AND IDEA THROUGH MOTION AND FIGURE RELATIONSHIPS,	00887012 00887013 00887014
*SETTING	COLLEGE STUDIO 24	00887010
*MATERIALS	STOVE PIPE WIRE, FINE COPPER OR BRASS WIRE, BELL WIRE, WIRE CUTTERS, WOOD BLOCKS FOR MOUNTING, NAILS AND HAMMER	00887005 00887005
*LEVEL	ALL GRADES	00887008
*GENERAL	ALL CANDIDATES	00887007
*HOURS	3 HRS.	00887006
*EVALUATION	SENSITIVITY IN HANDLING OF THE MATERIAL AS IT RELATES TO FIGURE DRAWING,	00887021 00887022
*FILE	HUM, ART WIRE SCULPTURE FULL FIGURE	00887009

*OBJECTIVES	OBSERVATION OF RELATIONSHIP OF PERIOD, AND MEDIA TO THEME AND FORM EXPRESSED PREPARATION FOR COLLAGE FIGURE GROUPING	00888016 00888017 00888018
*PREREQUISITES	SOME 3-DIMENSIONAL EXPERIENCE WITH PRODUCTION OF A FIGURE GROUP	00888019 00888020
*EXPERIENCE	VIEW SLIDES OF FIGURE GROUPINGS IN SCULPTURE (100 SLIDES) WHICH REPRESENT VARIOUS MEDIA USED, PERIODS, STYLES, THEMES, TAKE NOTES ON (1) SIMILARITIES OF CONCERN (2) EFFECT OF PERIOD ON STYLE AND CONCERN (3) EFFECT OF MEDIA ON FORM	00888011 00888012 00888013 00888014 00888015
*SETTING	INDEPENDENT COLLEGE	00888010
*MATERIALS	SLIDES AVAILABLE IN LEARNING CENTER OR LIBRARY OR INDEPENDENT VIEWING,	00888005 00888005
*LEVEL	BLANK	00888008
*GENERAL	ALL CANDIDATES	00888007
*HOURS	2 HRS.	00888006
*EVALUATION	CLARITY OF RESPONSE IN CLASS DISCUSSION PREPARATORY TO FIGURE COLLAGE	00888021 00888022
*FILE	HUM, ART FIGURE GROUPS SLIDES	00888009

*OBJECTIVES	SELECT THROUGH GROUP PROCESS AN THEME OF MUTUAL CONCERN TO THE GROUP, SELECT APPROPRIATE FORMS TO EXPRESS A THEME, COMPOSE DIVERSE 2-DIMENSIONAL FORMS INTO A UNIFIED ART FORM,	00889016 00889017 00889018 00889019
*PREREQUISITES	PREVIOUS EXPERIENCE OF PICASSO'S GUERNICA AS SHOWN IN HUM 1 CASE STUDY AS EXAMPLE OF CARTOON FROM USING SOCIAL THEME, PREVIOUS VIEWING OF SLIDES ILLUSTRATING 3-DIMENSIONAL FIGURE GROUPINGS AND THEME DISCUSSION	00889020 00889021 00889022 00889023
*EXPERIENCE	COMPOSE A CARTOON MONTAGE (PLAN, USING MAGAZINE OR NEWS-PAPER ILLUSTRATIONS OR PRINTED MATERIAL) WHICH CONTAINS HUMAN FIGURES AND OTHER ELEMENTS THAT EXPRESS A SOCIAL THEME, STUDENTS WILL WORK IN GROUPS OF 4-6 USING BLACK OR WHITE OR COLOR,	00889011 00889012 00889013 00889014 00889015
*SETTING	COLLEGE STUDIO	00889010
*MATERIALS	LARGE PIECES OF BROWN OR WHITE KRAFT PAPER, MAGAZINES,	00889005
*LEVEL	ALL GRADES	00889008
*GENERAL	ALL CANDIDATES	00889007
*HOURS	3 HRS.	00889006
*EVALUATION	THE AESTHETIC QUALITY APPARENT IN THE COMPOSED CARTOON MONTAGES, THE EXPRESSIVE QUALITY OF THE WORK	00889024 00889025
*FILE	HUM, ART CARTOON MONTAGE	00889009

*OBJECTIVES	PREPARE STUDENT FOR FIGURE DRAWING THROUGH EXPOSURE TO BOOKS THAT ILLUSTRATE APPROACHES TO OBSERVATION AND ACTUAL HANDLING OF DRAWING MEDIA	00890014 00890015 00890016
-------------	---	----------------------------------

*PREREQUISITES	PREVIOUS EXPERIENCE WITH THE HUMAN FIGURE AS VEHICLE FOR ART EXPRESSION	00890017
*EXPERIENCE	OUTSIDE ASSIGNMENT - PREPARATORY READING FOR NEXT STUDIO LESSON, NATURAL WAY TO DRAW, NIEDAIDES - CHAPT, 1,2,3 SPACE OR FORM AND VISION, COLLIER - CHAPT, 1,2,3,4,,	00890018 00890011 00890012 00890013
*SETTING	INDEPENDENT COLLEGE	00890010
*MATERIALS	NONE	00890009
*LEVEL	ALL GRADES	00890008
*GENERAL	ALL CANDIDATES	00890007
*HOURS	1 1/2	00890006
*EVALUATION	VERBALIZATION ABOUT MATERIAL READ BEFORE AND DURING ACTUAL FIGURE DRAWING EXPERIENCE (MODULE 888)	00890019 00890020
*FILE	HUM, ART READING-DRAWING	00890009

*OBJECTIVES	PRODUCE AND OBSERVE SUCH QUALITIES PECULIAR TO DRAWING AS ECONOMIC USE OF LINE NOTATION, MOVEMENT, EXPRESSION AND DETAIL, SOLVE PROBLEM OF PROPORTION IN FIGURE REALTION-SHIP OF PARTS TO WHOLE, IDENTIFY THE RAE OF DISTORTION OR EXAGGERATION	00891016 00891017 00891018 00891019 00891020
*PREREQUISITES	PREVIOUS RESEARCH IN THE NATIONAL WAY TO DRAW SPACE FORM AND VISION,	00891021 00891022
*EXPERIENCE	SKETCH THE HUMAN FORM FROM A LIVE MODEL USING A VARIETY OF MEDIA SUCH AS CHARCOAL, FELT TIP PEN, GRAPHITE PENCIL, AND A VARIETY OF TECHNIQUES OR APPROACHES TO DRAWINGS - GESTURE, CONTOUR, MASS, VIEW SLIDES OF ARTISTS TREATMENT OF FIGURE THROUGH DRAWING MEDIA (25 SLIDES)	00891011 00891012 00891013 00891014 00891015
*SETTING	COLLEGE STUDIO-24	00891010
*MATERIALS	PENCILS CHARCOAL (VINE AND SYNTHMIC), FELT TIP PEN, NEWS-PRINT, MODEL	00891009 00891009 00891008
*LEVEL	ALL GRADES	00891008
*GENERAL	ALL CANDIDATES	00891007
*HOURS	3 HRS,	00891006
*EVALUATION	THE QUALITY OR EXPRESSIVENESS OF LINE THE ATTENTION TO DETAIL, PROPORTION, IN REGARD TO USE OF SPACE AND WITH FIGURE	00891023 00891024 00891025
*FILE	HUM ART FIGURE DRAWING	00891009

*OBJECTIVES	IDENTIFY THROUGH OBSERVATION, AS PAST NOTE ASSIGNMENT PREPARE FOR DRAWING OF FIGURES IN THE ENVIRONMENT, SELECT LOCATION FOR THEIR ENVIRONMENTAL SKETCHING EXPERIENCE,	00892018 00892019 00892020
*PREREQUISITES	BLANK	00892021
*EXPERIENCE	VIEW SLIDES WHICH ILLUSTRATE GROUPING OF FIGURES IN THE ENVIRONMENT AND EXECUTED WITH A VARIETY DRAWING MEDIA BY SUCH ARTISTS AS GOYA, REMBRANDT, LETREC, DAUMIER, ASHCAN SCHOOL (100 SLIDES) TAKE NOTES ONE TYPE OF ENVIRONMENTS EMPLOYED, TYPE OF ATTITUDE PORTRAYED, STYLE OF ARTIST AS IT EFFECTS EXPRESSION, MEDIA AS IT EFFECTS EXPRESSION,	00892011 00892012 00892013 00892014 00892015 00892016 00892017
*SETTING	INDEPENDENT COLLEGE	00892010
*MATERIALS	ABOVE SLIDE AVAILABLE FOR VIEWING INDEPENDENTLY IN LEARNING CENTER OR LIBRARY	00892009 00892009 00892008
*LEVEL	ALL GRADES	00892008
*GENERAL	ALL CANDIDATES	00892007
*HOURS	1 1/2 HRS,	00892006
*EVALUATION	CLARITY OF VERBAL REFERENCE TO SLIDES WHEN DISCUSSING ENVIRONMENTAL SKETCHING EXPERIENCE AND PREPARATION FOR RE-ORGANIZATION OF SKETCHES,	00892022 00892023 00892024
*FILE	HUM, ART SLIDE VIEWING FIGURE GROUPS	00892009

*OBJECTIVES	PRODUCE DRAWINGS OF GROUPS OF FIGURES IN A PARTICULAR ENVIRONMENT, OBSERVE THE EFFECT OF ENVIRONMENT ON ATTITUDE OR GESTURE OF FIGURES, COMPARE THE PROBLEM OF COMPOSITION OF FIGURES IN AN ENVIRONMENT AS OPPOSED TO ISOLATED FIGURE ON GROUND SKETCH.	00893014 00893015 00893016 00893017 00893018
*PREREQUISITES	PREVIOUS EXPERIENCE WITH DRAWING HUMAN FIGURE MODULE 8910 PREVIOUS EXPERIENCE VIEWING ARTISTS COMPOSITIONAL DRAWING OF FIGURES IN ENVIRONMENT MODULE 892	00893019 00893020 00893021
*EXPERIENCE	SKETCH CONTEMPORARY SCENE, STUDENT WILL USE STUDIO TIME TO INDEPENDENTLY GO OUT INTO THE ENVIRONMENT TO SKETCH FIGURES, SUCH AS BUS STATION, MARKET, STORE, CAMPUS, ETC.	00893011 00893012 00893013
*SETTING	INDEPENDENT COLLEGE	00893010
*MATERIALS	HEAVY CARDBOARD OR DRAWING BOARD, NEWS PRINT DRAWING MEDIA SUCH AS CHARCOAL, PENCIL, FELT TIP OR BALL POINT PEN,	00893005 00893005
*LEVEL	BLANK	00893008
*GENERAL	ALL CANDIDATES	00893007
*HOURS	3 HRS.	00893006
*EVALUATION	THE AESTHETIC QUALITY OF THE SKETCHES PRODUCE COMPOSITION THE EXPRESSIVE QUALITY OF SKETCHES PRODUCED I.E, INDIVIDUALS HANDLING OF THE MEDIA USED AND RELATION OF FIGURE ATTITUDES OR GESTURES TO ENVIRONMENT,	00893022 00893023 00893024 00893025
*FILE	ART SKETCH ENVIRONMENT HUMANITIES	00893009

*OBJECTIVES	TO IDENTIFY FUNCTIONS OF ART SOCIAL, PERSONAL AND PHYSICAL TO IDENTIFY STYLES THROUGH WHICH THESE FUNCTIONS ARE EXPRESSED, TO SELECT A THEME FOR INDEPENDENT PROJECT THROUGH EXAMINATIONS OF THEIR PERSONAL CONCERNS, AND UNDERSTANDING GAINED FROM THIS READING A PREVIOUS READING IN HUMANITIES,	00894014 00894015 00894016 00894017 00894018 00894019
*PREREQUISITES	PREVIOUS READING IN HUM, PREVIOUS PERSONAL EXPERIENCE,	00894020
*EXPERIENCE	OUTSIDE READING ASSIGNMENT IN PREPARATION FOR SELECTION OF THEME FOR INDEPENDENT PROJECT, ART AS IMAGE AND IDEAS EDMUND BURKE FELDMAN CHAPT. 1,2,3,4,5,6,7,	00894011 00894012 00894013
*SETTING	INDEPENDENT COLLEGE	00894010
*MATERIALS	NONE	00894005
*LEVEL	ALL GRADES	00894008
*GENERAL	ALL CANDIDATES	00894007
*HOURS	3 HRS.	00894006
*EVALUATION	SELECTION OF THEME AND RATIONALE FOR SAME,	00894021
*FILE	HUM, ART READING FELDMAN THEMES IN ART	00894009

*OBJECTIVES	PRODUCE A SKETCH COLLAGE PRODUCE A CARTOON FROM SKETCH COLLAGE, SOLVE THE PROBLEM OF REORGANIZATION AND INTENSIFICATION OF A THEMATIC IDEA MANIPULATE PAINT	00895016 00895017 00895018
PREREQUISITES	PREVIOUS SKETCHING EXPERIENCE, PREVIOUS VIEWING OF FIGURE COMPOSITIONS,	00895019 00895020
*EXPERIENCE	REORGANIZATION OF SKETCHES FROM PREVIOUS ACTIVITY SKETCHING FIGURES IN THE ENVIRONMENT, REDRAW, CUT APART AND REASSEMBLE INTO SKETCH COLLAGE USING THEME, REINTERPRET SKETCH COLLAGE CARTOON IN BLACK AND WHITE PAINT OR COLOR,	00895011 00895012 00895013 00895014 00895015
*SETTING	COLLEGE STUDIO	00895010
*MATERIALS	SKETCHES FROM PREVIOUS EXPERIENCE, PAINT, SCISSORS, GLUE,	00895005
*LEVEL	BLANK	00895008
*GENERAL	ALL CANDIDATES	00895007
*HOURS	3 HRS.	00895006
*EVALUATION	THE AESTHETIC QUALITY OF THE COMPOSITION, THE EXPRESSIVE QUALITY OF THE COMPOSITION,	00895021 00895022
*FILE	HUM, ART SKETCH COLLEGE CARTOON	00895009

*OBJECTIVES	SELECT MEDIA TO SUITE THEME , SELECT A MEDIA WITH WHICH THEY CAN WORK WITH COMFORT AND ENTHUSIASM, MANIPULATE TOOLS AND MEDIA TO BECOME FAMILIAR WITH POSSIBILITIES AND LIMITATIONS,	00896017 00896018 00896019 00896020
*PREREQUISITES	HUM, 1 PREVIOUS ART EXPERIENCES OF THIS COURSE,	00896021
*EXPERIENCE	EXPLORATION OF MATERIALS, STUDENT WILL ENGAGE IN USING A NUMBER OF MATERIALS PROVIDED FOR THIS EXPERIENCE. THE STUDENTS WILL SELECT A MATERIAL TO WHICH THEY RESPOND FAVORABLE, THE STUDENTS WILL EVALUATE SUITABILITY OF MATERIAL FOR CARRYING OUT THEIR THEME IN A SHORT CONFERENCE WITH THE INSTRUCTOR,	00896011 00896012 FA-00896013 00896014 00896015 00896016
*SETTING	COLLEGE STUDIO	00896010
*MATERIALS	PAINTS, CHALKS, COLLAGE MATERIAL, WATERCOLORS, ACRYLLICS, AND SCULPTURE MATERIALS NOT PREVIOUSLY USED,	00896005 00896005
*LEVEL	BLANK	00896008
*GENERAL	ALL CANDIDATES	00896007
*HOURS	2 HRS,	00896006
*EVALUATION	OBSERVED MANIPULATION OF THE MATERIALS AND SIMPLE TOOLS, EVIDENCE OF USING CONSTRUCTION METHODS,	00896022 00896023
*FILE	HUM, ART MEDIA EXPLORATION	00896009

*OBJECTIVES	DEVELOP ABILITY TO USE PROCESS AND MEDIA INFORMATION PUBLISHED IN BOOKS AND PERIODICALS,	00897015 00897016
*PREREQUISITES	SELECTION OF THEME AND MEDIA FOR INDEPENDENT STUDY,	00897017
*EXPERIENCE	RESEARCH ABOUT MEDIA AND PROCESS, CONDUCT LIBRARY RESEARCH TO GATHER INFORMATION ABOUT THE MEDIA SELECTED FOR INDEPENDENT WORK, DEVELOP LIST OF MATERIALS AND TOOLS NECESSARY, TAKE NOTES ON PROCESSES,	00897011 00897012 00897013 00897014
*SETTING	INDEPENDENT COLLEGE,	00897010
*MATERIALS	AVAILABILITY OF BOOKS IN LIBRARY, ASSIGNED READINGS RESERVATIONS IF NECESSARY,	00897005 00897005
*LEVEL	BLANK	00897008
*GENERAL	ALL CANDIDATES	00897007
*HOURS	1 1/2 HRS,	00897006
*EVALUATION	INFORMATION GATHERED FROM READING, SOURCES USED,	00897018
*FILE	HUM, ART MEDIA RESEARCH	00897009

*OBJECTIVES	WORK INDEPENDENTLY WITH INDIVIDUALLY SELECTED MEDIA, PRODUCE AND ART FORM EXPRESSIVE OF A CONTEMPORARY HUMAN CONCERN,	00898017 00898018 00898019
*PREREQUISITES	PERSONAL EXPERIENCE, PREVIOUS EXPERIENCE WITH MATERIALS AND INDEPENDENT RESEARCH THROUGH READING AND VIEWING, PREVIOUS EXPERIENCE WITH HUMAN FIGURE - BOTH VIEWING AND PRODUCING, PREVIOUS RESEARCH CONCERNING THEMES IN ART,	00898020 00898021 00898022 00898023
*EXPERIENCE	PRODUCE AND ART FORM BASED ON A CONTEMPORARY THEME AND PERSONAL CONCERN MATERIAL CHOICE WILL BE INDIVIDUAL AND SHOULD BE SUITABLE TO WHAT IS EXPRESSED AND WHO IS EXPRESSING, THIS SHOULD BE AN INDEPENDANT STUDIO EXPERIENCE ON LONGER INVOLVEMENT, AND SERVING AS A CULMINATING PROJECT FOR THEIR STUDIO EXPERIENCE,	00898011 00898012 00898013 00898014 00898015 00898016
*SETTING	INDEPENDENT COLLEGE STUDIO	00898010
*MATERIALS	MATERIALS DEPEND UPON THOSE SELECTED BY STUDENT AND RESEARCH INTO TOOLS NECESSARY,	00898005 00898005
*LEVEL	BLANK	00898008
*GENERAL	ALL CANDIDATES	00898007
*HOURS	9 HRS,	00898006
*EVALUATION	THE EXPRESSIVE QUALITY OF THE FORM CREATED, THE APPROPRI-	00898024

	ATE SELECTION AND EXECUTION OF MEDIA TO PRODUCE FORM,	00898025
	THE AESTHETIC QUALITY OF FORM PRODUCED,	00898026
*FILE	HUM, ART THEMATIC ART FORM	00898009
*OBJECTIVES	INTRODUCE AN AESTHETIC THEORY, CRITICALLY ANALYSE A	00899015
	THEORY OF ART EXPERIENCE,	00899016
*PREREQUISITES	EXPERIENCE WITH THE PROCESS OF CREATING AN ART FORM	00899017
	BASED ON AN IDEA,	00899018
*EXPERIENCE	READING ASSIGNMENT, 1, READ CHAPTER 3, AND CHAPTER 4,	00899011
	ART AS EXPERIENCE, DEWEY, 2, WRITE A PAPER COMPARING OWN	00899012
	EXPERIENCE WITH DEWEY'S THEORY OF THE FORMING OF ART AND	00899013
	THE EXPERIENCING OF ART AS A VIEWER,	00899014
*SETTING	INDEPENDENT COLLEGE	00899010
*MATERIALS	PAPER BOUND COPIES OF ART AS EXPERIENCE	00899009
*LEVEL	BLANK	00899008
*GENERAL	ALL CANDIDATES	00899007
*HOURS	4 HRS,	00899006
*EVALUATION	COMPARISONS DRAWN BETWEEN READING AND OWN EXPERIENCE,	00899019
	ANALYSIS OF THE READING MATERIAL AS EVIDENCED IN PAPER,	00899020
*FILE	HUM, READING WRITING INDEPENDENT	00899009
*OBJECTIVES	OBJECTIVE CONTEMPLATION OF ART FORMS PRODUCED - THROUGH	00900017
	FORM PRODUCED, SUBJECTIVE CONTEMPLATION OF THE ART	00900018
	EXPERIENCE THROUGH PAPER WRITTEN,	00900019
*PREREQUISITES	PREVIOUS EXPERIENCE MODULES FOR ART SECTION OF	00900020
	HUMANITIES I	00900021
*EXPERIENCE	CULMINATION OF ART STUDIO EXPERIENCE IN HUMANITIES I	00900011
	DUE THIS SESSION - THEMATIC ART FORM BRIEF PAPER - COM-	00900012
	PARISON OF DEWEY'S THEORIES TO OWN EXPERIENCE	00900013
	ARRANGE EXHIBIT OF INDIVIDUAL ART FORMS PRODUCED	00900014
	PANEL DISCUSSION OF THE RELATIONSHIP OF FORM TO MEDIA	00900015
	AND EXPRESSED IDEA,	00900016
*SETTING	COLLEGE - INDEPENDENT	00900010
*MATERIALS	BLANK	00900009
*LEVEL	BLANK	00900008
*GENERAL	ALL CANDIDATES	00900007
*HOURS	3	00900006
*EVALUATION	IDENTIFICATION OF EXPRESSIVE QUALITIES OF ART FORM	00900022
	PRODUCED, AESTHETIC QUALITIES OF ART FORM PRODUCED,	00900023
	SENSITIVE HANDLING OF MEDIA AND ITS APPROPRIATENESS TO	00900024
	FORM EXPRESSED, IDENTIFICATION OF ELEMENTS OF AN ART EX-	00900025
	PERIENCE, COMPARISON OF PERSONAL EXPERIENCE TO DEWEY'S	00900026
	THEORIES,	00900027

OVERVIEW

The rationale for the Music experience section of Humanities I is based on the premise that Music, a form of human behavior, is used by Man in all cultures to support his Judgment of desirable behavior. Man acts with music to support his folkways, his social and political customs and his religious practices. He sings, he plays. Only after his culture developed to a high level of organization sophistication and affluence did he begin to record and expand his musical expressions in an artistic manner.

When Music becomes an art form it demands training and understanding through direct experience to be accepted and used.

It is the objective of the Music component of Humanities I to provide the student with the opportunity to gain knowledge, understanding, and feeling which will allow him to elect to use music to fulfill his need for asthetic expression and experience. This objective will be reached by examining the common music experience in the folkways of the American college student, by tracing the connection to the functional uses of music in Western Culture and in other cultures and by showing the relationship of functional music to artistic music through direct experience in the making of music.

If music learning is to take place there must be both the opportunity for the student to learn about music from lectures, listening, and discussion and the opportunity for kinesthetic involvement in the making of music. The course format provides the opportunity for both kinds of experiences. Lectures and listening experiences are given for large groups. Laboratory periods for small groups provide the opportunity for active participation in producing musical sounds. Small groups and specialized equipment allow direct experience for individuals at a variety of skill levels.

*OBJECTIVES	TO BE ABLE TO VERBALLY IDENTIFY AND DEMONSTRATE THROUGH MOTOR ACTIVITY VARIATIONS IN TONE,	01416 20
		01416 21
*PREREQUISITE	HUMANITIES I	01416 22
*EXPERIENCE	LECTURE III THE DIMENSIONS OF TONE READING ASSIGNMENT; MURPHY, H. A., MUSIC FUNDAMENTALS, SECTION II; MUSICAL TONE; DISCUSSION AND DEMONSTRATION; THE DIMENSIONS OF TONE; PITCH, INTENSITY, QUALITY AND DURATION, 2 THESE EXPERIENCES NECESSARY AT THIS TIME AS A PREREQUISITE FOR LABORATORY EXPERIMENTATION WITH THE CREATIVE USE OF SOUND, VIEWING; VIEW FILM, SCIENCE IN THE ORCHESTRA LISTENING; LISTEN TO VARIATIONS IN PITCH, QUALITY, INTENSITY AND DURATION,	01416 11 01416 12 01416 13 01416 14 01416 15 01416 16 01416 17 01416 18 01416 19
*SETTING	LARGE GROUP COLLEGE	01416 10
*MATERIALS	ACOUSTICAL GEAR TO PRESENT PROPERTIES OF TONE, PREPARED TAPES OF ALTERATIONS OF PITCH, FILM, SCIENCE IN THE ORCHESTRA 2 SERIES OF THREE FILMS, B/W TOTAL TIME 35 MINUTES, MCGRAW-HILL, TEXT FILM DEPT,	01416 5 01416 01416 8
*LEVEL	BLANK	01416 8
*GENERAL	ALL CANDIDATES	01416 7
*HOURS	1	01416 6
*EVALUATION	RESPOND WITH ACCURACY TO VARIATIONS IN PITCH, INTENSITY, QUALITY AND DURATION BY DISCRIMINATING ALTERATIONS.	01416 23 01416 24
*FILE	HUMANITIES MUSIC MUSICAL TONE	01416 9

*OBJECTIVES	DEMONSTRATE VARIATIONS IN TONE BY ACTIVITY WITH VARIOUS TONE PRODUCERS	01417 15 01417 15
*PREREQUISITE	LECTURE III - EXPERIENCE MODULE 1416	01417 16
*EXPERIENCE	LABORATORY 1 THE DIMENSIONS OF TONE STUDENT INVOLVEMENT IN PRODUCTION OF MUSICAL TONE, EXPERIMENTATION WITH ACOUSTICAL GEAR AND MUSICAL INSTRUMENTS LEADING TO UNDERSTANDING OF TONE AND ITS QUALITIES,	01417 11 01417 12 01417 13 01417 14
*MATERIALS	MONOCHORD, TUNING FORKS, PIANO, STRING BASS, ORFF INSTRUMENTS, SIGNAL GENERATORS,	01417 5 01417
*LEVEL	BLANK	01417 8
*GENERAL	ALL CANDIDATES	01417 7
*HOURS	1	01417 6
*EVALUATION	CREATE VARIATIONS OF PITCH, INTENSITY AND QUALITY, DISCRIMINATE AND IDENTIFY VARIATIONS OF TONAL DIMENSIONS,	01417 17 01417 18
*FILE	HUMANITIES MUSIC LAB ACOUSTICS OF TONE	01417 9
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01417 10

OBJECTIVES	1 TO BE ABLE TO PHYSICALLY RESPOND TO METER AND RHYTHM AND VARIATIONS THEREOF, 2* VERBALLY DESCRIBE FELT CHANGES IN TEMPO,	01418 20 01418 21 01418 22
*PREREQUISITE	LECTURE III - EXPERIENCE MODULE 1416 LABORATORY EXPERIENCE 1 - EXPERIENCE MODULE 1417	01418 23 01418 24
EXPERIENCE	LECTURE IV MUSICAL TIME READING ASSIGNMENT; MURPHY, H. A., MUSIC FUNDAMENTALS, SECTION III, (MUSICAL TIME) PERTNEY, JULIUS, MUSIC IN THE LIFE OF MAN, CHAP. II, (THE ELEMENTS OF MUSIC), DISCUSSION, DEMONSTRATION AND LISTENING; EXPERIENCE HOW HUMAN BEINGS IMPOSE ORGANIZATION UPON RECURRENT SOUNDS, A DRIPPING WATER B* DRUM RHYTHMS EXPERIENCE CONSTANCY AND VARIATION IN SOUND, SYNCOPATION THROUGH POETRY READING, VIEWING; KINESCOPE, METER AND RHYTHM, B/W 29 MINUTES, NET	01418 11 01418 12 01418 13 01418 14 01418 15 01418 16 01418 17 01418 18 01418 19
*SETTING	LARGE GROUP COLLEGE	01418 10
*MATERIALS	KINESCOPE, METER AND RHYTHM, B/W/ 29 MINUTES, ENT TAPED MATERIALS FOR DEMONSTRATION - DRIPPING WATER, RECORDED DRUM RHYTHMS, DRUM FOR CLASS	01418 5 01418
*LEVEL	BLANK	01418 8
*GENERAL	ALL CANDIDATES	01418 7
*HOURS	1	01418 6
*EVALUATION	DISCRIMINATE BY VERBAL RESPONSE VARIATIONS IN AURAL STIMULUS OF RHYTHM, TEMPO AND METER,	01418 25 01418 26
*FILE	HUMANITIES MUSIC MUSICAL TIME	01418 9

*OBJECTIVES	DEMONSTRATABLE ABILITY TO ARRANGE SOUND WITHIN TIME,	01419 17
*PREREQUISITE	LABORATORY 1 - EXPERIENCE MODULE 1417	01419 18
*EXPERIENCE	LABORATORY 2 MUSICAL TIME ARRANGE SOUND IN TIME TO GAIN EXPERIENCE IN THE ORGANIZING ASPECTS OF METER AND RHYTHM, DEVELOP, THROUGH INVOLVEMENT, CONCEPTS OF REPETITION, ALTERATION AND SYNCOPATION, CREATE ORIGINAL RHYTHMIC, NON-PITCH COMPOSITIONS WITHOUT NOTATION BASED ON WORD RHYTHMS OR RHYTHMS OF NATURE,	01419 11 01419 12 01419 13 01419 14 01419 15 01419 16
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	01419 10
*MATERIALS	VARIOUS UN-PITCHED PERCUSSION INSTRUMENTS, ≥DRUMS, TAMBOURINES, CYMBALS, TOM TOMS, ETC,†	01419 5 01419
*LEVEL	BLANK	01419 8
*GENERAL	ALL CANDIDATES	01419 7
*HOURS	1	01419 6
*EVALUATION	SUCCESSFUL CREATION OF RHYTHMIC COMPOSITIONS AS A GROUP AND INDIVIDUALLY,	01419 19 01419 20
*FILE	HUMANITIES MUSIC LAB MUSICAL TIME	01419 9
*OBJECTIVES	TO BE ABLE TO DEMONSTRATE HOW THE KEY ELEMENTS OF MUSIC SUPPORT DANCE ACTION,	01420 23 01420 24
*PREREQUISITE	LECTURE IV - EXPERIENCE MODULE 1418 LABORATORY 2 - EXPERIENCE MODULE 1419	01420 25 01420 26
*EXPERIENCE	LECTURES V AND VI MUSIC: A FUNCTIONAL PART OF DANCE READING ASSIGNMENT: PORTNOY, JULIUS, MUSIC IN THE LIFE OF MAN, CHAP. III [MUSICAL VALUES] IV [THE RELATIONSHIP OF MUSIC TO THE OTHER ARTS.] DISCUSSION AND LISTENING: THE ROLE OF MUSIC IN DANCE, DISCUSS THE ELEMENTAL CHARACTERISTICS OF DANCE MUSIC, I.E., RHYTHM, METER AND TEMPO, DANCE AND MUSIC EVOLVE SIMULTANEOUSLY AS DANCING IN ITSELF CREATES RHYTHM, DISCUSS SUCH DANCES AS TANGO, WALTZ, TARANTELLA, CHARLESTON, ART DANCING AS TO CHARACTERISTIC MUSICAL COMPONENTS, DANCE RHYTHMS OF OTHER CULTURES, VIEWING: FILMS, AFRICAN RHYTHMS, DANCES OF THE KWAKUITL	01420 11 01420 12 01420 13 01420 14 01420 15 01420 16 01420 17 01420 18 01420 19 01420 20 01420 21 01420 22
*SETTING	LARGE GROUP COLLEGE	01420 10
*MATERIALS	FILMS: AFRICAN RHYTHMS, COLOR, 19 MINUTES, ASSOCIATION FILMS INC., DANCES OF THE KWAKUITL, COLOR, 10 MINUTES, BRANDON FILMS INC., TAPES OF DANCE MUSIC, EXCERPTS,	01420 5 01420 01420
*LEVEL	BLANK	01420 8
*GENERAL	ALL CANDIDATES	01420 7
*HOURS	2	01420 6
*EVALUATION	DESCRIBE THE ROLE OF MUSIC IN TEENAGE DANCING,	01420 27
*FILE	HUMANITIES MUSIC DANCE MUSIC	01420 9
*OBJECTIVES	TO SUPPORT THE ABILITY TO IDENTIFY ACCURATELY MUSICAL ELEMENTS WHICH LEAD TO DANCE MOTION,	01421 16 01421 17
*PREREQUISITE	LECTURES V AND VI - EXPERIENCE MODULE 1420, LABORATORY 2 EXPERIENCE MODULE 1419,	01421 18 01421 19
*EXPERIENCE	RHYTHM IN MUSIC LABORATORY 3 AND 4 EXPERIENCE RHYTHM AS A PRECIPITATOR OF PHYSICAL ACTION AND MOTION, VARIATIONS IN METER AND TEMPO AND THEIR EFFECT ON PHYSICAL MOTION, INVESTIGATE A VARIETY OF STANDARD DANCE MOVEMENTS,	01421 11 01421 12 01421 13 01421 14
*OBJECTIVES	BE ABLE TO VERBALLY DESCRIBE MUSIC AS FUNCTION IN SOCIAL INTERACTION BOTH HISTORICALLY AND CONTEMPORARILY,	01422 18 01422 19
*PREREQUISITE	LECTURE V AND VI - EXPERIENCE MODULE 1420,	01422 20
*EXPERIENCE	LECTURE VII, MUSIC AND SOCIAL INTERACTION DISCUSSION: MUSIC A FACTOR IN DANCE, MUSIC A FACTOR IN OTHER FORMS OF SOCIAL INTERACTION, ILLUSTRATE BY MEDIEVAL TROUVERES, ELIZABETHAN MADRIGAL, COLONIAL AMERICA, A VARIETY OF HUMAN ACTIVITY FOR WHICH MUSIC IS APPROPRIATE, LISTENING+ CITED ABOVE, VIEWING: FILM, MUSIC OF WILLIAMSBURG,	01422 11 01422 12 01422 13 01422 14 01422 15 01422 16 01422 17
*SETTING	LARGE GROUP COLLEGE	01422 10
*MATERIALS	SPECIALLY PREPARED LISTENING TAPES+ FILMS, MUSIC OF WILLIAMSBURG, COLOR, 29 MINUTES, COLONIAL WILLIAMSBURG, INC,	01422 5 01422 01422
*LEVEL	BLANK	01422 8
*GENERAL	ALL CANDIDATES	01422 7
*HOURS	1	01422 6

*EVALUATION	STUDENTS INDICATE SOCIAL USE OF MUSIC IN THEIR LIVES,	01422 21
	IDENTIFY ITS IMPORTANCE,	01422 22
*FILE	HUMANITIES MUSIC SOCIAL MUSIC	01422 9
	TO BE ABLE TO DEMONSTRATE THE MUSICAL ELEMENTS THAT	01423 18
	SUPPORT THE ACCOMPLISHMENT OF MENIAL LABOR,	01423 19
	3 AND 4 - EXPERIENCE MODULE 1421,	01423 21
*EXPERIENCE	LECTURE VIII, MUSIC AS A SUPPORT TO MENIAL WORK,	01423 11
	DISCUSSION AND LISTENING; ILLUSTRATE MUSIC AS PART OF	01423 12
	MENIAL LABOR, CITE EXAMPLES SUCH AS: A+ SEA CHANTY -	01423 13
	[BOSTON HARBOR] B+ VOLGA BOAT SONG C+ SPANISH VILLANCICO	01423 14
	215TH CENTURY COWBOY TEXT+ D+ NEGRO WORK SONG 2LEADBELLY+	01423 15
	E+ SHEPHERDS PIPE TUNE 2NO WORDS+ DISCUSS THE MUSICAL	01423 16
	ELEMENTS IN MUSIC OF WORK: RHYTHM, METER, MELODY,	01423 17
*PREREQUISITE	LECTURES V AND VI - EXPERIENCE MODULE 1420, LABORATORIES	01423 20
*SETTING	LARGE GROUP COLLEGE	01423 10
*MATERIALS	SPECIALLY PREPARED TAPE RECORDINGS OF EXCERPTS OF THIS	01423 5
	TYPE OF MUSIC,	01423
*LEVEL	BLANK	01423 8
*GENERAL	ALL CANDIDATES	01423 7
*HOURS	1	01423 6
*EVALUATION	IDENTIFICATION OF EXAMPLES OF OTHER WORK SONGS AND	01423 22
	RHYTHMS. USE OF MUSIC IN STUDENT WORK SITUATIONS,	01423 23
*FILE	HUMANITIES MUSIC MUSIC AND WORK	01423 9

*OBJECTIVES	THE ABILITY TO IDENTIFY THE PRESENCE OF RHYTHM IN HUMAN	01424 16
	ACTIVITY, PERFORMANCE OF RHYTHMS APPROPRIATE TO WORK	01424 17
	ACTION,	01424 18
*PREREQUISITE	LECTURE VIII - EXPERIENCE MODULE 1423, LABORATORY 3 AND	01424 19
	4 - EXPERIENCE MODULE 1421,	01424 20
	WORK ACTIVITY,	01424 22
*EXPERIENCE	LABORATORY 5, RHYTHM OF HUMAN ACTIVITY, EXPERIENCE THE	01424 11
	RHYTHM OF INDUSTRY, PHYSICAL MOTION OF A VARIETY OF WORK	01424 12
	ACTIVITIES AND THEIR RHYTHM PRODUCING EFFECT, REINFORCE	01424 13
	CONCEPT OF REPETITION AS AN ORGANIZATION FACTOR, CREATE	01424 14
	CREATE RHYTHMS OF WORK ACTIVITY,	01424 15
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01424 10
*MATERIALS	TAPES OF VARIOUS WORK ACTIVITY AND ATTENDENT RHYTHMS+	01424 5
	PERCUSSION INSTRUMENTS TO CREATE AND LISTEN TO PATTERNS,	01424
*LEVEL	BLANK	01424 8
*GENERAL	ALL CANDIDATES	01424 7
*HOURS	1	01424 6
*EVALUATION	SUCCESSFUL CREATION OF RHYTHMIC COMPOSITIONS WHICH REFLECT	01424 21
*FILE	HUMANITIES MUSIC LAB RHYTHM OF WORK	01424 9

*OBJECTIVES	IDENTIFY THE MUSICAL SIMILARITIES BETWEEN THE WORKSONG OF	01425 21
	THE NEGRO AND THE BEGINNINGS OF JAZZ,	01425 22
*PREREQUISITE	LECTURE VIII - EXPERIENCE MODULE 1423, LABORATORY 5 -	01425 23
*EXPERIENCE	LECTURE IX, FROM WORK SONG TO JAZZ, VIEWING: FILM,	01425 11
	INTRODUCTION TO JAZZ, DISCUSSION: EVOLUTIONARY TREND OF	01425 12
	FOLK CULTURAL MUSIC TO MUSIC FOR ITS OWN SAKE, ORIGINAL	01425 13
	FLAVOR LOST, REVIEW WORKSONG IN FILM AND SHOW CHANGE IN	01425 14
	PURPOSE, DISCUSS PORTNEYS POSITION, CHAPTER IV, P. 210,	01425 15
	DESCRIBE MUSICAL CONTENT, IMPORTANCE OF IMPROVISATION,	01425 16
	LISTENING: LISTENING TO JAZZ FROM EVOLUTIONERY POINT OF	01425 17
	VIEW, A+ NEW ORLEANS PERIOD - BUNK JOHNSON -- FIREHOUSE	01425 18
	FIVE, B+ SWING PERIOD - FLETCHER HENDERON, T, DORSEY	01425 19
	----- COUNT BASIE,	01425 20
*SETTING	LARGE GROUP COLLEGE	01425 10
*MATERIALS	FILM, INTRODUCTION TO JAZZ, 3/W 12 MINUTES, INTERNATIONAL	01425 5

	FILM BUREAU+ RECORDED EXCERPTS+ BLUES IN DIFFERENT STYLES,	01425
*LEVEL	BLANK	01425 8
*GENERAL	ALL CANDIDATES	01425 7
*HOURS	1	01425 6
	EXPERIENCE MODULE 1424,	01425 24
*EVALUATION	DESCRIBE EVOLUTION OF FOLK MATERIAL INTO MUSIC MATERIAL	01425 25
	FOR ANOTHER PURPOSE,	01425 26
*FILE	HUMANITIES MUSIC JAZZ	01425 9

*OBJECTIVES	TO BE ABLE TO IDENTIFY THE MUSICAL ELEMENTS AND STYLISTIC	01426 19
	PRACTICE UNIQUE TO JAZZ, TO DIFFERENTIATE BETWEEN JAZZ AND	01426 20
	DANCE MUSIC AND JAZZ AS AN EVOLVING ART FORM,	01426 21
*PREREQUISITE	LECTURE IX - EXPERIENCE MODULE 1425,	01426 22
*EXPERIENCE	LECTURE X, FROM WORK WONG TO JAZZ, DISCUSSION AND	01426 11
	LISTENING+ CONTINUED EVOLUTION OF JAZZ+ SEPARATION FROM	01426 12
	DANCE MUSIC CA. 1941-46, DEVELOPMENT OF CONCERT JAZZ,	01426 13
	EXAMPLES OF DEVELOPMENT BY COMPARISON: A+ DIZZY	01426 14
	GILLESPIE - CHARLIE PARKER 2GROOVIN HIGH+ 22WHISPERING+,	01426 15
	B+ THELONIOUS MONK - SROUND MIDNIGHT, C+ WEST COAST -	01426 16
	GERRY MULLIGAN 2BIKE UP THE STRAND+ 22STRIKE UP THE BAND+,	01426 17
	VUEWINGI+ FILM, BEGONE DULL CARE,	01426 18
*SETTING	LARGE GROUP COLLEGE	01426 10
*MATERIALS	TAPES AND RECORDINGS WHICH NEED SPECIAL PREPARATION+ FILM,	01426 5
	BEGONE DULL CARE, COLOR, 9 MINUTES, NATIONAL FILM BOARD	01426
	OF CANADA,	01426
*LEVEL	BLANK	01426 8
*GENERAL	ALL CANDIDATES	01426 7
*HOURS	1	01426 6
*EVALUATION	IDENTIFY CHANGES IN JAZZ STYLE BASED FROM MUSICAL	01426 23
	MATERIALS USED, DESCRIBE REASONS FOR EVOLUTION OF JAZZ	01426 24
	APART FROM WORK SONGS AND DANCE MUSIC,	01426 25
*FILE	HUMANITIES MUSIC JAZZ	01426 9

*OBJECTIVES	TO GAIN UNDERSTANDING OF MUSICAL CREATION BY DEMONSTRATING	01427 19
	THE ARRANGEMENT OF TONE IN TIME, INVOLVEMENT IN THE	01427 20
	CREATIVE PROCESS THROUGH IMPROVISATION,	01427 21
*PREREQUISITE	LECTURES IX AND X - EXPERIENCE MODULES 1425-1426,	01427 22
	LABORATORIES 3, 4, AND 5 - EXPERIENCE MODULES 1421 + 1424	01427 23
*EXPERIENCE	LABORATORIES 6, 7, AND 8, CREATING MUSIC, EXPERIENCE THE	01427 11
	CREATION OF MUSIC WITHIN CERTAIN APPROPRIATE RESTRICTIONS,	01427 12
	RESTRICTIONS OF TONE AND TONE DURATION, USE PENTATONIC	01427 13
	SCALE AND LIMITED DURATIONS OF PITCH, PRESCRIBE AND	01427 14
	ARRIVE AT 2THROUGH DISCOVERY LEARNING+ WAYS TO BEGIN AND	01427 15
	END SHORT COMPOSITIONS, FIND WAYS TO EXPRESS CONTRAST,	01427 16
	LEARN IMPORTANCE OF REPETITION, DEVELOPMENT OF MUSICAL	01427 17
	MOTIF, USE ESTINATO BASS,	01427 18
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01427 10
*MATERIALS	MUSICAL INSTRUMENTS, XYLOPHONE, MARIMBA, PIANO, ORFF	01427 5
	INSTRUMENTS, STRING BASS TUNED IN G FLAT, D FLAT,	01427
	PERCUSSION INSTRUMENTS OF ALL TYPES,	01427
*LEVEL	BLANK	01427 8
*GENERAL	ALL CANDIDATES	01427 7
*HOURS	3	01427 6
*EVALUATION	SUCCESSFUL EXPERIENCE IN CREATION AND IMPROVISATION,	01427 24
*FILE	HUMANITIES MUSIC LAB CREATING MUSIC	01427 9

*OBJECTIVES	TO BE ABLE TO IDENTIFY HOW MAN HAS USED MUSIC TO AROUSE	01428 28
	AND ENGENDER ATTITUDES TO PROMOTE POLITICAL AND SOCIAL	01428 29

	CHANGE,	01428	30
*PREREQUISITE	HUMANITIES I CASE STUDY LECTURES VII AND I EXPERIENCE	01428	31
	MODULES 1415 AND 1422,	01428	32
*EXPERIENCE	LECTURE XI AND XII, MUSIC AND POLITICS, ASSIGNMENT:	01428	11
	PRIOR TO CLASS SELECT EXAMPLES OF NATIONALISTIC AND	01428	12
	PATRIOTIC MUSIC, READING: PLATO, THE REPUBLIC, BOOK IV	01428	13
	SELECTION, ARISTOTLE, POLITICS, BOOK 8, DISCUSSION:	01428	14
	GREEK VIEW OF MUSIC AND POLITICS, INDICATE POSITION OF	01428	15
	THE TOTALITARIAN STATES, NAZI GERMANY, SOVIET RUSSIA,	01428	16
	ROLE OF MUSIC IN REVOLUTION, CITE CASE OF FRENCH	01428	17
	REVOLUTION, REACTIONARY MUSIC, LISTENING: 1. MILITARY	01428	18
	AND PATRIOTIC MUSIC A. YANKEE DOODLE, B. BATTLE HYMN OF	01428	19
	THE REPUBLIC, C. JOHNNIE COMES MARCHING HOME AGAIN,	01428	20
	D. FIELD ARTILLERY, E. GOD BLESS AMERICA,	01428	21
	F. MARSEILLAISE, G. RUSSIAN NATIONAL ATHEM, ONLY ALIKE	01428	22
	IF MEDIA ALIKE - SIMPLICITY OF MUSIC, IMPORTANCE OF TEXT,	01428	23
	DELIBERATE ALTERATIONS IN MEDIA AND STYLE 2. REACTIONARY	01428	24
	MUSIC A. WE SHALL OVERCOME, B. DUETSCHLAND UBERALLES	01428	25
	ORIGINAL AND NAZIFIED, C. BLOWING IN THE WIND	01428	26
	D. CURRENT REACTIONARY BALLAD E. FINLANDIA	01428	27
*SETTING	LARGE GROUP COLLEGE	01428	10
*MATERIALS	PREPARE SPECIAL TAPES OF LISTENING EXPERIENCES TO SHOW	01428	5
	THAT MOOD IS DEPENDENT ON MEDIA AND STYLE,	01428	
*LEVEL	BLANK	01428	8
*GENERAL	ALL CANDIDATES	01428	7
*HOURS	2	01428	6
*EVALUATION	DISCOVERY OF ADDITIONAL EXAMPLES OF MUSIC OF THIS TYPE,	01428	33
*FILE	HUMANITIES MUSIC MUSIC + POLITICS	01428	9

*OBJECTIVES	TO IDENTIFY THE DEPENDENCY ON TEXT AND/OR MEDIA OF	01429	23
	RELIGIOUS MUSIC,	01429	24
*PREREQUISITE	HUMANITIES I CASE STUDY, LECTURES XI AND XII - EXPERIENCE	01429	25
	MODULE 1428,	01429	26
*EXPERIENCE	LECTURES XIII AND XIV MUSIC AND RELIGION ASSIGNMENT:	01429	11
	SHORT PAPER ON RELIGION AND MUSIC, DISCUSSION AND	01429	12
	LISTENING: EXPERIENCE WITH A VARIETY OF RELIGIOUS MUSIC,	01429	13
	DISCUSSION OF THE IMPORTANCE OF THE TEXT, EXAMPLES OF	01429	14
	SO-CALLED RELIGIOUS MUSIC WITHOUT TEXT, MUSIC AND	01429	15
	RELIGION COMMON MYSTICAL QUALITIES, IDENTIFYING	01429	16
	RELIGIOUS MUSIC DUE TO EXPERIENCE, LISTEN TO THE	01429	17
	FOLLOWING: A. MENDELSSOHN SYMPHONY NO. 5 LAST MOVST,	01429	18
	B. SOUTHERN GOSPEL HYMN, C. HYMNS OF PRAISE, D. CHANT-	01429	19
	EAST AND WEST, E. MASS, F. SPIRITUALS, G. CHORALES,	01429	20
	H. JEWISH CHANT, I. FOLK AND JAZZ MASS, VIEW FILM, MUSIC	01429	21
	AND THE CHURCH,	01429	22
*SETTING	LARGE GROUP COLLEGE	01429	10
*MATERIALS	FILM, KINESCOPE, MUSIC AND THE CHURCH, B/W 30 MINUTES	01429	5
	NET, SPECIALLY PREPARED TAPES AND RECORDINGS, ARRANGE	01429	
	SECULAR TUNES AS RELIGIOUS AND VICE VERSA	01429	
*LEVEL	BLANK	01429	8
*GENERAL	ALL CANDIDATES	01429	7
*HOURS	2	01429	6
*EVALUATION	TO SUCCESSFULLY COMPLETE A RESEARCH PAPER DEALING WITH	01429	27
	CROSS-CULTURAL RELIGIOUS AND MUSICAL PRACTICES,	01429	28
*FILE	HUMANITIES MUSIC MUSIC + RELIGION	01429	9

*OBJECTIVES	TO BE ABLE TO IDENTIFY MUSICAL ELEMENTS USED BY COMPOSERS	01430	17
	OF BACKGROUND MUSIC FOR MASS MEDIA,	01430	18
*PREREQUISITE	HUMANITIES I CASE STUDY	01430	19

*EXPERIENCE	LECTURE XV MUSIC AS A COMPONENT OF FILMS AND TELEVISION	01430	11
	EXPERIENCE FRAGMENTS OF ASSOCIATION PRODUCING MUSIC, 225	01430	12
	MINUTES+, STUDENT RESPONSE BY MEANS OF THE HEYNER	01430	13
	ADJECTIVE CIRCLE, DISCUSSION OF RESPONSES AND EXPERIENCE	01430	14
	TO PRODUCE INFORMAL LEARNING, COMPARE RESPONSES TO THOSE	01430	15
	OF TRAINED MUSICIANS,	01430	16
*SETTING	LARGE GROUP COLLEGE	01430	10
*MATERIALS	SPECIALLY PREPARED TAPES USING FORMULA MUSIC OF HOLLYWOOD	01430	5
	AND TV COMPOSERS, FRAGMENTS OF MUSIC ONLY,	01430	
*LEVEL	BLANK	01430	8
*GENERAL	ALL CANDIDATES	01430	7
*HOURS	1	01430	6
*EVALUATION	INDIVIDUAL SELF-EVALUATION OF STUDENT'S RESPONSES IN	01430	20
	COMPARISON TO OTHERS IN THE CLASS,	01430	21
*FILE	HUMANITIES MUSIC EMOTION IN MUSIC	01430	9

*OBJECTIVES	TO BE ABLE TO VERBALISE THE INVOLVEMENT OF MUSIC AS AN ART,	01431	23
	TO DEVELOP AWARENESS OF A NEED FOR A BASIS FOR LISTENING,	01431	24
*PREREQUISITE	LECTURE XV - EXPERIENCE MODULE 1430	01431	25
*EXPERIENCE	LECTURES XVI AND XVII MUSIC AS AN ART DISCUSSION: TRACE	01431	11
	INVOLVEMENT OF MUSIC AS AN ART, THE TREASURING OF	01431	12
	UTILITARIAN MUSIC AS AN ART BY A LATER AGE, DRAW	01431	13
	PARALLEL TO JAZZ STUDY, ART MUSIC A SYMBOLIC	01431	14
	REPRESENTATION OF HUMAN EXPERIENCE, NON-MUSICAL HUMAN	01431	15
	EXPERIENCE A BASIS FOR LISTENING, NEED FOR	01431	16
	CONNOISSEURSHIP IN ORDER TO PARTICIPATE INTELLIGENTLY AS	01431	17
	A LISTENER, LISTENING: EXPERIENCE MASSES OF SOUND IN	01431	18
	ORDER TO INDICATE NEED FOR A BASIS OF LISTENING, MUSIC	01431	19
	IS EXTRA-MUSICAL: A+ RAVEL - LA VALSE 2STORY,	01431	20
	B+ STRAVINSKY - THE RITE OF SPRING 2BALLET, C+ DEBUSSY -	01431	21
	LA MER 2VISUAL IMAGE+ VIEWING: FILM IMAGES FROM DEBUSSY,	01431	22
*SETTING	LARGE GROUP COLLEGE	01431	10
*MATERIALS	FILM, IMAGES FROM DEBUSSY, B/W 14 MINUTES, FILM IMAGES	01431	5
	INC. TAPED EXCERPTS OF EXAMPLES FOR LISTENING,	01431	
*LEVEL	BLANK	01431	8
*GENERAL	ALL CANDIDATES	01431	7
*HOURS	2	01431	6
*EVALUATION	DESCRIBE EVOLUTION OF ART MUSIC FROM UTILITARIAN MUSIC,	01431	26
	VERBALIZE IMPORTANCE OF HUMAN EXPERIENCE AS A BASIS FOR	01431	27
	LISTENING,	01431	28
*FILE	HUMANITIES MUSIC MUSIC AS AN ART	01431	9

*OBJECTIVES	EXPERIENCE NEED FOR NOTATIONAL SYSTEM, ACQUAINT STUDENTS	01432	20
	WITH THE KNOWLEDGE AND SKILL NEEDED FOR MUSIC PERFORMANCE,	01432	21
*PREREQUISITE	LABORATORIES 6, 7 AND 8 - EXPERIENCE MODULE 1427,	01432	22
*EXPERIENCE	LABORATORIES 9, 10, AND 11 RE-CREATING MUSIC PERFORMING	01432	11
	KNOWN MUSIC, MELODY HUNTING EXPERIENCES OF FOLK SONGS AND	01432	12
	POPULAR MELODIES, PERFORMANCE OF SPECIALLY PREPARED	01432	13
	ARRANGEMENTS OF COMPOSITIONS OF A SIMPLE NATURE FOR THE	01432	14
	LAB CONSORTIA, ARRIVE AT A FELT NEED FOR A NOTATIONAL	01432	15
	SYSTEM, INTRODUCE METHODS OF IMPROVING TEXTURE OF MUSIC	01432	16
	BY ADDING HARMONY, USE MELODIES SUCH AS+ MICHAEL, ROW	01432	17
	THE BOAT ASHORE AND WE SHALL OVERCOME, SING AND IDENTIFY	01432	18
	INTERVALS IN SONG MATERIAL,	01432	19
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01432	10
*MATERIALS	INSTRUMENTS OF ALL TYPES, SPECIALLY PREPARED ARRANGEMENTS	01432	5
*LEVEL	BLANK	01432	8
*GENERAL	ALL CANDIDATES	01432	7
*HOURS	3	01432	6

*EVALUATION	TAPE RECORD PERFORMANCES AFTER SUCCESSFUL EXPERIENCE, REPLAY AND DISCUSS RECORDINGS,	01432 23
*FILE	HUMANITIES MUSIC LAB PERFORMING MUSIC	01432 24 01432 9
*OBJECTIVES	AURALLY DISCRIMINATE FROM IN MUSIC VERBALLY RELATE FORM	01433 26
	AS BASIS OF ORGANIZATION IN MUSIC TO OTHER ARTS,	01433 27
*PREREQUISITE	LECTURES XVI AND XVII - EXPERIENCE MODULE 1431,	01433 28
*EXPERIENCE	LECTURES XVIII AND XIX FORM IN MUSIC: A BASIS FOR	01433 11
	LISTENING READING ASSIGNMENT: PORTNOY, JULIUS, MUSIC IN	01433 12
	THE LIFE OF MAN, CHAPTER IV AND PP. 75-77, DISCUSSION:	01433 13
	HUMAN EXPERIENCE LEVEL AS A BASIS FOR LISTENING IS	01433 14
	LIMITED. FEELING LEVEL OF EXPERIENCE OFFERS MORE, BUT IS	01433 15
	HIGHLY PERSONLIZED, NEED FOR OTHER BASIS FOR	01433 16
	PARTICIPATORY LISTENING IS OBVIOUS, THE WAY MUSIC IS	01433 17
	ORGANIZED PROVIDES A BASIS FOR MUSIC OF GREATER	01433 18
	ABSTRACTION, INDICATE FROM IN OTHER ARTS, THREE PART	01433 19
	FORM: THE ROLE OF REPETITION AND CONTRAST, VIEW FILM,	01433 20
	TERNARY FORM LISTENING: EXTENSIVE EXPERIENCE IN	01433 21
	LISTENING TO 3 PART FORMS CULMINATING IN THE EXTENSIVE	01433 22
	SONATA FORM - A* ELLINGTON - PRELUDE TO A KISS, B* DEBUSSY	01433 23
	EN LA BATEAU C* MOZART - MINUET D* BEETHOVEN - SONATINA,	01433 24
	BERNSTEIN - TONIGHT	01433 25
*SETTING	LARGE GROUP COLLEGE	01433 10
*MATERIALS	KINESCOPE - TERNARY FORM, NET 29 MINUTES+ TAPED EXCERPTS	01433 5
	FOR LISTENING	01433
*LEVEL	BLANK	01433 8
*GENERAL	ALL CANDIDATES	01433 7
*HOURS	2	01433 6
*EVALUATION	IDENTIFY SECTIONS OF MUSICAL COMPOSITION IN RELATION TO	01433 29
	THE WHOLE	01433 30
*FILE	HUMANITIES MUSIC 3 PART FORM	01433 9
*OBJECTIVES	FEELINGFUL INVOLVEMENT IN MUSIC IMPROVISATION AND CREATION	01434 17
*PREREQUISITE	LABORATORIES 9, 10 AND 11 - EXPERIENCE MODULE 1432	01434 18
*EXPERIENCE	LABORATORIES 12, 13, AND 14 IMPROVISATION AND CREATION	01434 11
	EXPERIENCE IN NOTATING SOUNDS AFTER CREATING,	01434 12
	IMPROVISATION WITH EXPANDING MATERIALS OF TONE AND TIME,	01434 13
	REDUCTION OF RESTRICTIONS, ELEMENTS OF CONTRAST AS	01434 14
	ADJUNCT TO FORM: MODULATION, DYNAMICS, MELODIC	01434 15
	CHARACTERISTICS, INSTRUMENTATION,	01434 16
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01434 10
*MATERIALS	EXTENSIVE INSTRUMENTS OF PITCH AND PERCUSSION, STRING	01434 5
	BASS PIANO	01434
*LEVEL	BLANK	01434 8
*GENERAL	ALL CANDIDATES	01434 7
*HOURS	3	01434 6
*EVALUATION	SUCCESSFUL IMPROVISATION EXPERIENCES, TAPE RECORD AND	01434 19
	DISCUSS	01434 20
*FILE	HUMANITIES MUSIC LAB IMPROVISATION	01434 9
*OBJECTIVES	AURALLY DISCRIMINATE SECTIONS AND THEMES OF EXTENDED 3	01435 17
	PART FORM	01435 18
*PREREQUISITE	LECTURES XVIII AND XIX - EXPERIENCE MODULE 1433	01435 19
*EXPERIENCE	LECTURE XX FORM IN MUSIC: A BASIS FOR LISTENING	01435 11
	DISCUSSION: EXTENDED 3 PART FORM, THE FORM OF LARGE	01435 12
	COMPOSITIONS, INDICATE ELEMENTS OF SONATA FORM, SHOW	01435 13
	BALANCE OF TOTAL WORK, LISTENING: THEME DIRECTED AND	01435 14
	SECTION DIRECTED LISTENING: MOZART SYMPHONY #40 G MINOR	01435 15

*SETTING	1ST MOVEMENT BEETHOVEN SYMPHONY #1 C MAJOR 1ST MOVEMENT	01435	16
*MATERIALS	LARGE GROUP COLLEGE	01435	10
*LEVEL	TAPED EXCERPTS AND TOTAL FIRST MOVEMENT RECORDINGS,	01435	5
*GENERAL	BLANK	01435	8
*HOURS	ALL CANDIDATES	01435	7
*EVALUATION	1	01435	6
*FILE	IDENTIFY ELEMENTS IN SONATA FORM; THEMES AND SECTIONS,	01435	20
	HUMANITIES MUSIC 3 PART FORM	01435	9
*OBJECTIVES	TO BE ABLE TO IDENTIFY CHANGING MUSIC ELEMENTS AND	01436	18
	MATERIALS OF 20TH CENTURY MUSIC,	01436	19
*PREREQUISITE	LECTURE XX - EXPERIENCE MODULE 1435	01436	20
*EXPERIENCE	LECTURE XX; MUSIC TODAY READING ASSIGNMENT; MACHLIS, L.	01436	11
	THE INTRODUCTION TO CONTEMPORARY MUSIC, CHAP. I,	01436	12
	DISCUSSION; IDENTIFY TRENDS OF MUSIC IN THE 20TH CENTURY,	01436	13
	DIRECTIONS OF TODAY'S MUSIC, ATONAL, ARHYTHMIC,	01436	14
	POLYTONAL, POLYRHYTHMIC, NEW SOUNDS LISTENING; DIRECTED	01436	15
	LISTENING TO; STOCKHAUSEN, CAGE, COWELL, POULENC, VARESE,	01436	16
	DALLAPICCOLA, ORFF, COLTRANE	01436	17
*SETTING	LARGE GROUP COLLEGE	01436	10
*MATERIALS	TAPED EXCERPTS WITH CUED LISTENING DIRECTIONS, CUE SHEETS	01436	5
	FOR STUDENTS,	01436	
*LEVEL	BLANK	01436	8
*GENERAL	ALL CANDIDATES	01436	7
*HOURS	1	01436	6
*EVALUATION	SUCCESSFUL EXPERIENCE IN DISCRIMINATING MUSICAL ELEMENTS	01436	21
	WHICH ARE BEING MANIPULATED DIFFERENTLY IN 20TH CENTURY	01436	22
	MUSIC,	01436	23
*FILE	HUMANITIES MUSIC MUSIC TODAY	01436	9

HUMANITIES II, PART 1

THE QUESTION OF VALUE

INTRODUCTION

The humanities necessarily involve the student with the "question of value." It is essential that the citizen teacher learn to distinguish between empirical facts--descriptive statements about things--and ethical meanings--prescriptive statements for and against things. At the same time such a distinction should not lead to an over-emphasis on factual knowledge, simply because it is objective and thus easier to transmit. The student should be encouraged to learn what other men and ages hold dear, a knowledge which is factual in character. But in addition, students should be encouraged to develop their own ethical views in the caldron of intellectual debate. Affective responses by students as well as cognitive growth can be cultivated in planned classroom experiences. This is the goal of Part I in the second year of Humanities.

The component of humanities begins by raising the question "What do we live for?" A parable from Franz Kafka and two personal statements about the value of the humanistic enterprise are assigned. These readings and discussions serve the purpose of setting the tone of the course. If life is a puzzle, how is it put together? If there is no single authority which men may trust as the source for their moral values, how do men put together consistent ethical patterns by which practical moral decisions are made? One response open to modern man is withdrawal, moral disengagement. So the second experience is a reading and analysis of Camus' The Stranger, a novelistic treatment of this option.

The center experiences come in sections C and D in which the students read six classical statements of ethical positions and two modern critiques of traditional ethics. For

each reading the students write a precis of the position to present in class discussion. A short essay on classical ethics is also required. The emphasis is placed not only on accurate knowledge of these schools of ethics, but also on the students' response to these positions as related to contemporary ethical dilemmas.

Section E, "Problems of Value" provides the student with the opportunity to pursue one ethical problem, e.g., Man and the State, on a team of three or four students working on a tutorial basis with the instructor. The content of the assigned readings is mostly from fiction, but also includes a philosophical or theological treatment of the problem and a movie which deals with the theme. Using the literary and philosophical materials as the primarily sources, each student writes a position paper dealing with the chosen problem. Reading and criticizing such a paper may be done in the tutorial sessions.

SYLLABUS

- A. INTRODUCTION: WHAT DO WE LIVE FOR?
Franz Kafka, Before the Law, A Parable
Lincoln Steffens, I Become a Student
Douglas Bush, The Humanities
- B. CONTEMPORARY STATEMENT OF MORAL DISENGAGEMENT
Albert Camus, The Stranger
- C. CLASSICAL ETHICAL POSITIONS
Plato, Protagoras, Republic (Bk. IV, XII, XIII, XIV)
Aristotle, Nichomachean Ethics, (BK.I,II, X)
Epicurius, Letters to Herodotus and Menoeceus
M. Aurelius, Meditations (Selections)
Bible, Exodus, Amos, Matthew
Augustine, Enchiridion (Selections) & City of God
(Selections)
- D. MODERN CRITIQUE OF TRADITIONAL ETHICS: TWO VIEWS
Nietzsche, Will to Power and Beyond Good and Evil
(Selections)
G. E. Moore, Principia Ethica (Preface & pp 1-21)
- E. PROBLEMS OF VALUE (Student Chooses one of the Problems)
1. Man and the State
George Orwell, Shooting an Elephant
Plato, Crito
E. B. White, The Family Which Dwelt Apart
J. S. Mill The Limits of Government Interference
Movie: A Man for All Seasons
 2. Man and Self-Knowledge
Montaigne, On Repentance (BK III, ch 2, Essays)
Walt Whitman, One's-Self I Sing
Winthrop Sargent, Humility, Concentration & Gusto

Jean-Paul Sartre, No Exit
Leo Tolstoy, The Death of Ivan Ilyich
F. M. Cornford, Before and After Socrates (pp. 29-53)
Movie: Bergmann, The Seventh Seal

3. Man and Neighbor

J. S. Mill, On Liberty
Mary McCarthy, Artists in Uniform
John Updike, A & P
Bertolt Brecht, The Caucasian Chalk Circle
Martin Buber, I and Thou
Movie: Judgment at Nuremberg

4. Man and Faith

Blaise Pascal, "Man's Disproportion" from Pensees
William Blake, The Tiger
Gustav Flaubert, A Simple Heart
Par Lagerkvist, Barabbas
Paul Tillich: Dynamics of Faith
Movie: Bergmann, The Silence (1963)

*OBJECTIVES	ORIENT THE STUDENT TOWARD THE ATTITUDES AND WORK REQUIRED BY THE COURSE.	02090 24
*PREREQUISITE	HUMANITIES I	02090 25
*EXPERIENCE	HUMANITIES II PART I: OPENING LECTURE [WHAT DO WE LIKE FOR STUDENTS WILL LISTEN TO OPENING REMARKS WHICH OUTLINE THE GOALS OF THE COURSE. MAN IS THE ANIMAL WHICH ASKS THE QUESTION ABOUT HIMSELF; [WHO AM I? [WHAT SHOULD I LIVE FOR? IMPLICIT IS THE QUESTION OF VALUE. THE STUDENT WILL BE ENCOURAGED TO ASK THIS QUESTION FOR HIMSELF, AS AN AID IN THE QUEST FOR VALUE. THE IMPORTANCE OF AN OPEN MIND AND SUSPENDED JUDGMENT WILL BE BALANCED AGAINST THE EQUALLY IMPORTANT DEMAND FOR PASSION AND COMMITMENT IN LIFE. AFTER THE EXPERIENCE OF HUMANITIES I, THE STUDENT IS READY TO DEAL WITH THIS CHARACTERISTIC ISSUE AND OTHERS RAISED BY WESTERN MAN.	02090 11 02090 12 02090 13 02090 14 02090 15 02090 16 02090 17 02090 18 02090 19 02090 20 02090 21 02090 22
*SETTING	LARGE GROUP COLLEGE	02090 23
*MATERIALS	BLANK	02090 10
*LEVEL	ALL GRADES	02090 5
*GENERAL	ALL CANDIDATES	02090 8
*HOURS	BLANK	02090 7
*EVALUATION	SUCCESSFUL COMPLETE OF ALL MODULES, OPENING LECTURES QUESTION OF VALUE ATTITUDES * WORKS REQUIRED	02090 6 02090 27 02090 9 02090

*OBJECTIVES	1. TO ENGAGE THE STUDENT IN CONSIDERATION AS TO THE EDUCATIONAL FUNCTION OF THE HUMANITIES, 2. TO INTRODUCE THREE DIFFERENT, YET PARALLEL STATEMENTS ABOUT THE PERSONAL VALUE OF LIFE.	02091 26 02091 27 02091 28 02091 29
*PREREQUISITE	MODULE 2090	02091 30
*EXPERIENCE	HUMANITIES II PART I, A, INTRODUCTION: [WHAT DO WE LIVE FOR? [READING ASSIGNMENT: FRANZ KAFKA, BEFORE THE LAW, A PARABLE LINCOLN STEFFENS, I BECOME A STUDENT DOUGLAS RUSH, THE HUMANITIES THESE ARE ORIENTATION ARTICLES, THE STUDENT SHALL READ THEM WITH A EYE TO THE QUESTIONS THEY RAISE ABOUT THEIR OWN EDUCATIONAL AND LIFE GOALS, QUESTIONS TO CONSIDER: 1. WHY DOESN'T THE SEEKER IN KAFKA'S PARABLE ENTER THE GATE? 2. WAS STEFFENS EXPERIENCE AS A STUDENT AT BERKELEY UNIQUE, OR ARE THERE PARALLELS IN THEIR OWN LIFE? 3. WHAT DOES STEFFENS MEAN WHEN HE SAYS [HISTORIAN DON'T KNOW ANYTHING WITH CERTAINTY? 4. WHAT HAS HAPPENED, ACCORDING TO BUSH, TO THE SCHOLARLY STUDY OF THE HUMANITIES? 5. IS BUSH'S VIEW OF EDUCATION RELEVANT TO THE CONTEMPORARY NEEDS OF OUR SOCIETY FOR A BETTER EDUCATED TOTAL COMMUNITY?	02091 11 02091 12 02091 13 02091 14 02091 15 02091 16 02091 17 02091 18 02091 19 02091 20 02091 21 02091 22 02091 23 02091 24 02091 25
*SETTING	INDEPENDENT COLLEGE	02091 10
*MATERIALS	BLANK	02091 5
*LEVEL	ALL GRADES	02091 8
*GENERAL	ALL CANDIDATES	02091 7
*HOURS	2	02091 6
*EVALUATION	1. QUIZ ON THE READINGS, 2. DISCUSSION IN SMALL GROUPS OF THE ISSUES RAISED IN THE READINGS,	02091 31 02091 32
*FILE	READING ASSIGNMENT ORIENTATION HUMANITIES,	02091 9

*OBJECTIVES	SAME AS MODULE 2091	02092 17
*PREREQUISITE	2091	02092 18
*EXPERIENCE	HUMANITIES II PART I, A, INTRODUCTION: [WHAT DO WE LIVE FOR? [CLASS DISCUSSION, SMALL GROUP DISCUSSION OF THE READINGS AND QUESTIONS RAISED IN MODULE 2091, STUDENT WILL BRING TO CLASS A DEFENSE OR CRITIQUE OF ONE OF THE READINGS IN THE PREVIOUS MODULE IN ORDER TO PRESENT IT TO THE CLASS.	02092 11 02092 12 02092 13 02092 14 02092 15 02092 16
*SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE	02092 10
*MATERIALS	BLANK	02092 5
*LEVEL	ALL GRADES	02092 8
*GENERAL	ALL CANDIDATES	02092 7
*HOURS	1	02092 6
*EVALUATION	ACTUAL PRESENTATION OF STUDENT'S VIEWS IN CLASS DISCUSSION	02092 19
*FILE	DISCUSSION ORIENTATION HUMANITIES	02092 9

*OBJECTIVES	1. TO FACE A ARTISTIC TREATMENT OF MODERN NIHILISM	02093 19
	2. TO WRITE A REASONED REACTION BY DESCRIBING THE	02093 20
	CENTRAL PROBLEM OF THE NOVEL,	02093 21
*PREREQUISITE	PREVIOUS MODULES,	02093 22
*EXPERIENCE	HUMANITIES II PART I, B, A CONTEMPORARY STATEMENT OF MORAL	02093 11
	DISENGAGEMENT READING ASSIGNMENT; ALBERT CAMUS, THE	02093 12
	STRANGER THE [QUESTION OF VALUE] REACHES A CRISIS IN	02093 13
	CONTEMPORARY LIFE, THAT CRISIS IS EXPRESSED BY CAMUS	02093 14
	NOVEL, THE STRANGER. THE STUDENT IS TO READ THE NOVEL AND	02093 15
	WRITE A PRECIS OF THE CENTRAL PROBLEM OF THE NOVEL AS THE	02093 16
	STUDENT SEES IT, THE PRECIS NEED NOT BE MORE THAN A LONG	02093 17
	PARAGRAPH,	02093 18
*SETTING	INDEPENDENT COLLEGE	02093 10
*MATERIALS	BLANK	02093 5
*LEVEL	ALL GRADES	02093 9
*GENERAL	ALL CANDIDATES	02093 7
*HOURS	4	02093 6
*EVALUATION	QUIZ ON THE NOVEL, ITS MAIN CHARACTERS, ITS PLOT, ITS	02093 23
	POINT OF VIEW AND ITS SYMBOLS, PRECIS WRITTEN FOR CLASS	02093 24
	DISCUSSION	02093 25

*OBJECTIVES	SAME AS MODULE 2093, IN ADDITION TO BUILD MOTIVATION FOR	02094 22
	PART [C] OF COURSE,	02094 23
*PREREQUISITE	MODULE 2093	02094 24
*EXPERIENCE	HUMANITIES II PART I, B, A CONTEMPORARY STATEMENT OF	02094 11
	MORAL DISENGAGEMENT CLASS DISCUSSION OF CAMUS THE	02094 12
	STRANGER, STUDENTS WILL READ THEIR PRECIS OF THE CENTRAL	02094 13
	PROBLEM OF THE NOVEL, THEY WILL CRITICIZE EACH OTHERS	02094 14
	WORK AND PROPOSE WAYS IN WHICH THE PRECIS MAY BE IMPROVED,	02094 15
	THE CLASS WILL RELATE THEIR READING OF THE NOVEL WITH THE	02094 16
	PROBLEMS OF HUMAN VALUE AND RESPONSIBILITY IN A MASS	02094 17
	SOCIETY, THE INSTRUCTOR WILL SUGGEST THE NEED FOR LOOKING	02094 18
	AT THE TRADITIONAL ETHICAL VIEWS THAT UNDERLIE THE SOCIAL	02094 19
	MORES OF CONTEMPORARY MAN; THUS BUILDING THE STEP TO PART	02094 20
	[C] OF THE COURSE,	02094 21
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02094 10
*MATERIALS	BLANK	02094 5
*LEVEL	ALL GRADES	02094 8
*GENERAL	ALL CANDIDATES	02094 7
*HOURS	2	02094 6
*EVALUATION	QUIZ ON NOVEL AND REWRITTEN PRECIS	02094 25
*FILE	CAMUS STRANGER CLASS DISCUSSION PRECIS	02094 9

*OBJECTIVES	21+ THE STUDENT SHOULD RECOGNIZE THE BASIC CONVENTIONS	02095 30
	OF ETHICAL SYSTEMS, 22+ THE STUDENT SHOULD DEVELOP A	02095 31
	WILLINGNESS TO RECEIVE AND RESPOND TO THE CLASSIC ETHICAL	02095 32
	POSITIONS OF WESTERN MAN,	02095 33
*PREREQUISITE	HUMANITIES I	02095 34
*EXPERIENCE	C. CLASSICAL ETHICAL POSITIONS INTRODUCTORY LECTURE:	02095 11
	[ETHICS: WHAT IS THE GOOD?] THE INSTRUCTOR SHALL	02095 12
	DEMONSTRATE THAT CERTAIN [BASIC ISSUES] ARE COMMON TO ALL	02095 13
	AGES OF WESTERN MAN, THIS LECTURE WILL OUTLINE THE	02095 14
	NATURE OF THE COURSE BY SHOWING HOW THE DIVISIONS OF THE	02095 15
	COURSE ARE CHARACTERISTIC WAYS WESTERN MAN HAS ASKED	02095 16
	QUESTIONS OF VALUE, THE QUESTIONS WERE ORIGINALLY	02095 17
	PLATO'S, AND THE STUDENT SHOULD SEE THAT A TRADITION OF	02095 18
	DISCOURSE HAS GROWN UP AROUND BASIC HUMAN QUESTIONS, A	02095 19
	TRADITION OF WHICH HE IS A PART, THE COURSE WILL	02095 20
	ENCOURAGE STUDENTS TO BECOME INVOLVED WITH THE SEARCH FOR	02095 21
	VALUES BY: 1+ LEARNING THE CLASSIC SYSTEMS OF ETHICS:	02095 22
	PLATONIC, ARISTOTELIAN, EPICUREAN, STOIC, AND CHRISTIAN,	02095 23
	2+ DEVELOPING A TOLERANCE FOR THE WIDE VARIETY OF ETHICAL	02095 24
	VIEWS, 3+ GENERALIZING AND TESTING HIS OWN ETHICAL	02095 25
	PRESUPPOSITIONS, THE INSTRUCTOR WILL BEGIN BY OUTLINING	02095 26
	THE METHODOLOGY OF VALUE ANALYSIS+ THUS PROVIDING THE	02095 27
	STUDENT WITH AN AID IN EVALUATING FOREIGN AND PERSONAL	02095 28

*SETTING	VALUES,	02095	29
*MATERIALS	LARGE GROUP COLLEGE	02095	10
*LEVEL	BLANK	02095	5
*GENERAL	ALL GRADES	02095	8
*HOURS	ALL CANDIDATES	02095	7
*EVALUATION	1	02095	6
	PREPARATION FOR AN ESSAY ON PERSONAL ETHICS TO BE	02095	35
	COMPLETED BY THE END OF MODULE 2109, THE PARTICIPATION OF	02095	36
	THE STUDENT IN THE DISCOURSE WITH INSTRUCTOR AND PEERS IN	02095	37
	THE DISCUSSIONS WHICH FOLLOW SHOULD REVEAL THE DEGREE OF	02095	38
	WILLINGNESS TO RESPOND TO ETHICAL CONCERNS,	02095	39
*FILE	INTRODUCTION ETHICS CLASSIC VALUE SYSTEMS,	02095	9
*OBJECTIVES	21+ FAMILIARITY WITH THE PLATONIC ETHICAL SYSTEM+	02096	22
	22+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,	02096	23
*PREREQUISITE	MODULE 2095	02096	24
*EXPERIENCE	ETHICS, REQUIRED READING: PLATO, PROTAGORAS,	02096	11
	24, K. G. GUTHRIE TRANSLATION, PP. 87-100+ REPUBLIC,	02096	12
	CH. IV [IS INJUSTICE MORE PROFITABLE THAN JUSTICE?]	02096	13
	CH. XII [THE VIRTUES IN THE STATE,] CH. XIII [THE THREE	02096	14
	PARTS OF THE SOUL] CH. XIV [THE VIRTUES IN THE	02096	15
	INDIVIDUAL,] 25) M. CORNFORD, TRANSLATION, STUDENT WILL	02096	16
	KEEP THESE QUESTIONS IN MIND: 1, IN PLATO'S ETHICS, WHAT	02096	17
	IS MAN'S PROPER FUNCTION? HOW IS IT RELATED TO HIS MORAL	02096	18
	WORTH? 2, WHAT IS THE DIFFERENCE BETWEEN PLATO AND THE	02096	19
	SOPHISTS? 3, WHAT IS THE RELATIONSHIP BETWEEN [INDIVIDUAL	02096	20
	VIRTUE] AND THE VIRTUES OF THE STATE? (	02096	21
*SETTING	INDEPENDENT COLLEGE	02096	10
*MATERIALS	BLANK	02096	5
*LEVEL	ALL GRADES	02096	8
*GENERAL	ALL CANDIDATES	02096	7
*HOURS	4	02096	6
*EVALUATION	QUIZ ON PROTAGORAS AND REPUBLIC ASSIGNMENT,	02096	25
*FILE	REQUIRED READING PLATO ETHICS	02096	9
*OBJECTIVES	21+ FAMILIARITY WITH THE PLATONIC SYSTEM, 22+ INSIGHT	02097	19
	INTO THE PROCESS OF ETHICAL DISCOURSE, 23, RECOGNITION	02097	20
	OF ETHICS AS A FACTOR IN BEHAVIORAL CHANGE,	02097	21
*PREREQUISITE	MODULE 2096	02097	22
*EXPERIENCE	CLASS DISCUSSION: THE PLATONIC SYSTEM OF ETHICS, THE	02097	11
	INSTRUCTOR WILL OUTLINE MAJOR POINTS PLATO HAS SOCRATES	02097	12
	MAKE IN THE ASSIGNED READING, AND THEN ENCOURAGE ANALYSIS	02097	13
	BY QUESTIONS LEADING TO DIALOGUE WITH STUDENTS, STUDENTS	02097	14
	SHOULD CONTRAST AND COMPARE PLATO WITH CONTEMPORARY	02097	15
	POSITIONS ALREADY KNOWN TO THEM, DISCUSSION OF RELATION	02097	16
	OF PLATO'S VIEWS TO HUMAN BEHAVIOR, IN RESPONSE TO	02097	17
	QUESTIONS IN MODULE 2091,	02097	18
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02097	10
*MATERIALS	BLANK	02097	5
*LEVEL	ALL GRADES	02097	8
*GENERAL	ALL CANDIDATES	02097	7
*HOURS	4	02097	6
*EVALUATION	21+ INVOLVEMENT IN DISCUSSION, 22+ INSIGHTS RECORDED AND	02097	23
	ANALYZED IN ESSAY WRITTEN FOR MODULE 2109	02097	24
*FILE	DISCUSSION ETHICS PLATO	02097	9
*OBJECTIVES	21+ FAMILIARITY WITH ARISTOTLE'S ETHICS, 22+ CAPACITY TO	02098	19
	DISCUSS THE ABOVE QUESTIONS,	02098	20

*PREREQUISITE	MODULE 2097	02098	21
*EXPERIENCE	ETHICS, REQUIRED READING ASSIGNMENT: ARISTOTLE NICHOMACHEAN ETHICS 2W.D.ROSS, TRANSLATION+ BOOK I, BOOK II, BOOK X 2COMPLETE+ QUESTIONS FOR READING: 1, HOW DOES ARISTOTLE USE THE TERM [VIRTUE] 2ARETE+ 2, WHAT DOES ARISTOTLE DEFINE AS THE GOAL 2TELOS+ OF HUMAN ACTIVITY+ 3, DISTINGUISH BETWEEN [GOLDEN MEAN] AND [ABSOLUTE MEAN,] 4, WHAT ARE THE FUNCTIONS OF [MORAL VIRTUE] AND [INTELLECTUAL VIRTUE]+	02098	11
		02098	12
		02098	13
		02098	14
		02098	15
		02098	16
		02098	17
		02098	18
*SETTING	INDEPENDENT COLLEGE	02098	10
*MATERIALS	BLANK	02098	5
*LEVEL	ALL GRADES	02098	8
*GENERAL	ALL CANDIDATES	02098	7
*HOURS	4	02098	6
*EVALUATION	QUIZ ON ASSIGNED BOOKS OF THE NICHOMACHEAN ETHICS	02098	22
*FILE	REQUIRED READING ARISTOTLE ETHICS	02098	9

*OBJECTIVES	21+ FAMILIARITY WITH ARISTOTLES CONCEPT OF THE GOLDEN MEAN, 22+ WILLINGNESS TO DISCUSS AND ANALYZE WAYS ARISTOTLES VIEWS ARE RELEVANT TO CONTEMPORARY BEHAVIOR PATTERNS,	02099	20
		02099	21
		02099	22
		02099	23
*PREREQUISITE	MODULE 2098	02099	24
*EXPERIENCE	ETHICS, CLASS DISCUSSION: THE ARISTOTELIAN DEFINITION OF HAPPINESS, THE INSTRUCTOR WILL LEAD A DISCUSSION OF THE ARISTOTELIAN CONCEPTS OF [HAPPINESS] AND THE [GOLDEN MEAN], WHAT IS THE RELATIONSHIP BETWEEN ARISTOTLES PSYCHOLOGICAL THEORY AND HIS ETHICS+ EXPLORE THE NOTION THAT [ALL MEN AIM AT SOME GOAL], IN WHAT SENSE IS MORAL ACTIVITY ALWAYS A SOCIAL ACTIVITY+ STUDENTS SHOULD BE PREPARED TO DISCUSS AND ANALYZE WHAT CONTRIBUTIONS ARISTOTLE MAKES TO AN UNDERSTANDING OF HUMAN BEHAVIOR,	02099	11
		02099	12
		02099	13
		02099	14
		02099	15
		02099	16
		02099	17
		02099	18
		02099	19
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02099	10
*MATERIALS	BLANK	02099	5
*LEVEL	ALL GRADES	02099	8
*GENERAL	ALL CANDIDATES	02099	7
*HOURS	2	02099	6
*EVALUATION	21+ INVOLVEMENT IN DISCUSSION, 22+ INSIGHTS RECORDED AND ANALYZED IN ESSAY WRITTEN FOR MODULE 2109	02099	25
		02099	26
*FILE	DISCUSSION ETHICS ARISTOTLE	02099	9

*OBJECTIVES	21+ FAMILIARITY WITH THE ETHICS OF EPICURUS 22+ TOLERANCE FOR AND ANALYSIS OF A VARIANT ETHICAL SYSTEM, 23+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,	02100	20
		02100	21
		02100	22
*PREREQUISITE	MODULE 2099	02100	23
*EXPERIENCE	ETHICS, REQUIRED READING: EPICURUS FROM: EPICURUS, THE EXTANT REMAINS 2TR, CYRIL BAILEY, OXFORD, 1925+ [THE LETTER TO HERODOTUS] [THE LETTER TO MENDECEUS] QUESTIONS FOR READING ASSIGNMENT: 1, WHAT DID EPICURUS MEAN BY THE STATEMENT [PRUDENCE IS MORE PRECIOUS THAN PHILOSOPHY+] 2, HOW DOES THE ATOMISTIC METAPHYSICS FIT INTO EPICURUS ETHICAL THEORY+ 3, WHAT ARE EPICURUS ARGUMENTS AGAINST THE PLEASURES OF THE SENSES+ 4, WHAT IS THE RELATIONSHIP BETWEEN [FATE] AND [FREEDOM] IN EPICURUS SYSTEM+	02100	11
		02100	12
		02100	13
		02100	14
		02100	15
		02100	16
		02100	17
		02100	18
		02100	19
*SETTING	INDEPENDENT COLLEGE	02100	10
*MATERIALS	BLANK	02100	5
*LEVEL	ALL GRADES	02100	8
*GENERAL	ALL CANDIDATES	02100	7
*HOURS	2	02100	6
*EVALUATION	QUIZ ON EPICURUS [LETTERS]	02100	24
*FILE	REQUIRED READING ETHICS EPICURUS	02100	9

*OBJECTIVES	21+ FAMILIARITY WITH EPICUREANISM, 22+ CAPACITY TO GIVE CONTROLLED OR SELECTED ATTENTION TO THE DETAILS OF A PHILOSOPHICAL ARGUMENT,	02101 19 02101 20 02101 21
*PREREQUISITE	MODULE 2100	02101 22
*EXPERIENCE	ETHICS, CLASS DISCUSSION: EPICUREANISM, THE INSTRUCTOR IS TO INVOLVE THE STUDENTS IN A DISCUSSION OF THIS CLASSICAL FORM OF HEDONISM, WHAT ARE THE ARGUMENTS FOR AND AGAINST THE [PLEASURE PRINCIPLE? HOW DOES EPICURUS' VIEWS DIFFER FROM THE [EAT, DRINK, AND BE MERRY? SCHOOL OF HEDONISM? WHAT IS THE RELATIONSHIP BETWEEN FREEDOM AND FATE IN EPICUREANISM? THE STUDENTS ARE TO COMPARE AND CONTRAST EPICUREANISM WITH THEIR OWN VALUES,	02101 11 02101 12 02101 13 02101 14 02101 15 02101 16 02101 17 02101 18
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	02101 10
*MATERIALS	BLANK	02101 5
*LEVEL	ALL GRADES	02101 8
*GENERAL	ALL CANDIDATES	02101 7
*HOURS	2	02101 6
*EVALUATION	21+ INVOLVEMENT IN CLASS DISCUSSION, 22+ INSIGHTS AND ANALYSIS RECORDED IN ESSAY WRITTEN FOR MODULE 2109	02101 23 02101 24
*FILE	DISCUSSION ETHICS EPICURUS	02101 9

*OBJECTIVES	21+ FAMILIARITY WITH MARCUS AURELIUS' BRAND OF STOICISM 22+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,	02102 20 02102 21
*PREREQUISITE	MODULE 2101	02102 22
*EXPERIENCE	ETHICS, REQUIRED READING: MARCUS AURELIUS' MARCUS AURELIUS, MEDITATIONS 212, BY G.M.A. GRUBE. SELECTIONS, QUESTIONS FOR READING: 1, HOW DOES M. AURELIUS USE THE TERM [NATURE? 2, WHAT IS STOIC APATHY? HOW DOES IT CONNECT WITH THE STOIC VIEW OF NATURE? 3, WHY DOES THE STOIC RECOMMEND [VIRTUE FOR ITS OWN SAKE? 4, WHAT MOTIVATION CAN THE STOIC CLAIM FOR CARRYING PUBLIC RESPONSIBILITY? 5, WOULD THE STOIC AGREE WITH PLATO'S DEFINITION: [VIRTUE IS KNOWLEDGE?]	02102 11 02102 12 02102 13 02102 14 02102 15 02102 16 02102 17 02102 18 02102 19
*SETTING	INDEPENDENT COLLEGE	02102 10
*MATERIALS	BLANK	02102 5
*LEVEL	ALL GRADES	02102 8
*GENERAL	ALL CANDIDATES	02102 7
*HOURS	2	02102 6
*EVALUATION	QUIZ ON M. AURELIUS' MEDITATIONS,	02102 23
*FILE	REQUIRED READING ETHICS MARCUS AURELIUS	02102 9

*OBJECTIVES	21+ FAMILIARITY WITH STOICISM, 22+ WILLINGNESS TO TRY OUT AND TEST THE LOGIC OF AN ALIEN PHILOSOPHY,	02103 20 02103 21
*PREREQUISITE	MODULE 2102	02103 22
*EXPERIENCE	ETHICS, CLASS DISCUSSION: MARCUS AURELIUS AND STOICISM THE INSTRUCTOR WILL INVOLVE THE STUDENTS IN A DISCUSSION OF THE ESSENTIAL CHARACTERISTICS OF STOIC ETHICS, USING THEIR KNOWLEDGE OF MARCUS AURELIUS AS A BASE, WHAT DO THE STOICS SHARE IN COMMON WITH THE PLATONISTS? WITH US? WHAT IS THE DIFFERENCE IN PUBLIC BEHAVIOR -- AT LEAST IN THEORY -- BETWEEN THE EPICUREAN AND THE STOIC? THE STUDENT IS TO EXAMINE THE STOIC CONCEPT OF VIRTUE AS IT MAY TEACH SOME INSIGHTS INTO THE WAY HUMAN BEINGS BEHAVE,	02103 11 02103 12 02103 13 02103 14 02103 15 02103 16 02103 17 02103 18 02103 19
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	02103 10
*MATERIALS	BLANK	02103 5
*LEVEL	ALL GRADES	02103 8
*GENERAL	ALL CANDIDATES	02103 7

*HOURS	2	02103	6
*EVALUATION	21+ INVOLVEMENT IN DISCUSSION, 22+ INSIGHTS RECORDED AND ANALYZED IN ESSAY WRITTEN FOR MODULE 2109	02103	23
*FILE	DISCUSSION ETHICS STOICISM	02103	24
		02103	9

*OBJECTIVES	21+ FAMILIARITY WITH THE BIBLICAL PATTERN OF ETHICS AS EXPRESSED IN EXODUS, AMOS AND SERMON ON THE MOUNT, 22+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,	02104	20
		02104	21
		02104	22
*PREREQUISITE	MODULE 2103	02104	23
*EXPERIENCE	ETHICS, REQUIRED READING: SELECTIONS FROM THE BIBLE, FROM THE BIBLE 2RSV TRANSLATION; THE BOOK OF EXODUS, THE BOOK OF AMOS THE BOOK OF MATTHEW, QUESTIONS FOR READING: 1. WHAT IS THE CONNECTION BETWEEN SOCIAL AND RELIGIOUS LAW FOR THE HEBREWS? 2. DOES HEBREW LAW VALUE PROPERTY OR PERSONS HIGHER? 3. WHAT IS AMOS' CONCEPT OF JUSTICE? WHAT WERE THE CONTENTS OF ISRAEL'S SINS, ACCORDING TO AMOS? 4. WHAT ARE THE SIMILARITIES AND DIFFERENCES BETWEEN THE 10 COMMANDMENTS & THE [SERMON ON THE MOUNT]? INDEPENDENT COLLEGE	02104	11
		02104	12
		02104	13
		02104	14
		02104	15
		02104	16
		02104	17
		02104	18
		02104	19
*SETTING	INDEPENDENT COLLEGE	02104	10
*MATERIALS	BLANK	02104	5
*LEVEL	ALL GRADES	02104	8
*GENERAL	ALL CANDIDATES	02104	7
*HOURS	4	02104	6
*EVALUATION	QUIZ ON READING ASSIGNMENT	02104	24
*FILE	REQUIRED READING ETHICS BIBLE	02104	9

*OBJECTIVES	21+ FAMILIARITY WITH BIBLICAL ETHICS, 22+ THE STUDENT SHOULD DEVELOP THE OPEN MIND TO CONSIDER THE VARIATION OF ETHICAL AUTHORITIES THAT DIVIDE THE CLASSIC FROM THE BIBLICAL MIND,	02105	21
		02105	22
		02105	23
*PREREQUISITE	MODULE 2104	02105	24
*EXPERIENCE	ETHICS, CLASS DISCUSSION; BIBLICAL SELECTIONS, THE INSTRUCTOR WILL LEAD THE STUDENTS IN A DISCUSSION OF THE ESSENTIAL FEATURES OF THE TEN COMMANDMENTS 2EXODUS 19-23, THE BOOK OF AMOS THE SERMON ON THE MOUNT, IN WHAT WAYS DO BIBLICAL ETHICS VARY FROM GREEK AND ROMAN ETHICS? HOW DOES ETHICAL BEHAVIOR CHANGE ACCORDING TO THE SOURCE OF AUTHORITY FOR THAT BEHAVIOR? ARE THERE SUCH THINGS AS [ETERNAL PRINCIPLES? WHICH NEVER CHANGE OR VARY FROM AGE TO AGE AND FROM CULTURE TO CULTURE? HOW WOULD THE HEBREW PROPHET RESPOND TO ARGUMENTS FOR ETHICAL RELATIVISM? SMALL GROUP 21-12 STUDENTS? COLLEGE	02105	25
		02105	11
		02105	12
		02105	13
		02105	14
		02105	15
		02105	16
		02105	17
		02105	18
		02105	19
		02105	20
*SETTING	SMALL GROUP 21-12 STUDENTS? COLLEGE	02105	10
*MATERIALS	BLANK	02105	5
*LEVEL	ALL GRADES	02105	8
*GENERAL	ALL CANDIDATES	02105	7
*HOURS	4	02105	6
*EVALUATION	21+ INVOLVEMENT IN DISCUSSION, 22+ INSIGHTS AND ANALYSIS RECORDED IN ESSAY FOR MODULE 2109	02105	26
		02105	27
*FILE	DISCUSSION ETHICS BIBLE	02105	9

*OBJECTIVES	21+ FAMILIARITY WITH AUGUSTINE'S CHRISTIAN PHILOSOPHY 22+ CAPACITY TO DISCUSS THE ABOVE QUESTIONS,	02106	23
		02106	24
*PREREQUISITE	MODULE 2105	02106	25
*EXPERIENCE	ETHICS, READING ASSIGNMENT 2REQUIRED: SAINT AUGUSTINE; SELECTIONS FROM THE WORKS OF AURELIUS AUGUSTINE, M.DODS, ED., PARTS OF ENCHIRIDION AND THE CITY OF GOD QUESTIONS FOR READING: 1. WHAT IS AUGUSTINE'S VIEW OF MAN'S PRECIPITANT IN THE WORLD? 2. WHAT ROLE DOES THE [LOVE OF GOD] PLAY IN	02106	11
		02106	12
		02106	13
		02106	14
		02106	15

	AUGUSTINE'S ETHICS 3. WHAT IS THE [PROBLEM OF EVIL] 02106 16	
	4. IS THERE A PARADOX IN AUGUSTINE'S CONCEPTION OF PREDESTINATION 02106 17	
	5. CONTRAST THE [CITY OF MAN] WITH THE [CITY OF GOD,] 02106 18	
	6. HOW DOES MAN PASS FROM THE CITY OF MAN TO THE CITY OF GOD 02106 19	
	7. HOW IS THE [VISION OF GOD] A REWARD FOR FAITH 02106 20	
	8. WHAT ARE THEIR ROLES PLAYED BY [FAITH] AND [KNOWLEDGE] IN AUGUSTINE'S PHILOSOPHY 02106 21	
*SETTING	INDEPENDENT COLLEGE 02106 22	
*LEVEL	ALL GRADES 02106 10	
*MATERIALS	BLANK 02106 8	
*GENERAL	ALL CANDIDATES 02106 5	
*HOURS	4 02106 7	
*EVALUATION	QUIZ ON READING ASSIGNMENT 02106 6	
*FILE	REQUIRED READING ETHICS AUGUSTINE 02106 26	
		02106 9
*OBJECTIVES	21+ FAMILIARITY WITH AUGUSTINE'S CHRISTIANITY PHILOSOPHY 02107 22	
	22+ TOLERANCE FOR THE SUBLTIES OF THEOLOGICAL DISCOURSE 02107 23	
	23+ CAPACITY TO CONTRAST AND COMPARE AUGUSTINE WITH CONTEMPORARY ETHICAL VIEWS. 02107 24	
*PREREQUISITE	MODULE 2106 READING ASSIGNMENT ON AUGUSTINE, 02107 25	
*EXPERIENCE	ETHICS: DISCUSSION ON AUGUSTINE THE INSTRUCTOR WILL LEAD THE STUDENTS IN A DISCUSSION OF THE ESSENTIAL FEATURES OF AUGUSTINE'S ETHICS AS DESCRIBED IN HIS THEOLOGICAL SYSTEM. 02107 11	
	THE DISCUSSION WILL BEGIN WITH THE QUESTIONS RAISED FOR READING ASSIGNMENT IN MODULE 012, THEN THE INSTRUCTOR WILL DIRECT THE DISCUSSION TO COMPARING THE STUDENTS' VIEWS OF CHRISTIAN ETHICS WITH THE CLASSIC STATEMENTS OF AUGUSTINE. 02107 12	
	QUESTIONS RAISED: 21+ WHAT IS AUGUSTINE'S AUTHORITY 02107 13	
	22+ WHAT IS AUGUSTINE'S INFLUENCE ON WESTERN ETHICS 02107 14	
	23+ IS THERE SOMETHING PERMANENT IN AUGUSTINE'S SYSTEM, OR IS IT ONLY RELEVANT TO THE CLASSICAL AGE 02107 15	
*SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE 02107 16	
*MATERIALS	BLANK 02107 17	
*LEVEL	ALL GRADES 02107 18	
*GENERAL	ALL CANDIDATES 02107 19	
*HOURS	4 02107 20	
*EVALUATION	21+ INVOLVEMENT IN GROUP DISCUSSION 22+ INSIGHTS ANALYZED AND RECORDED IN ESSAY WRITTEN FOR MODULE 2109 02107 21	
*FILE	DISCUSSION ETHICS AUGUSTINE 02107 22	
		02107 9
*OBJECTIVES	1. TO WITNESS HOW A TRAINED MIND CAN 2A+ COMPARE AND CONTRAST A VARIETY OF PHILOSOPHICAL VIEWS, 2B+ AND SUMMARIZE ARGUMENTS OF LARGE STRUCTURE AND IMPORT, 2. TO DEVELOP TOLERANCE FOR INTELLECTUAL DISCOURSE, 02108 21	
*PREREQUISITE	PREVIOUS MODULES 02108 22	
*EXPERIENCE	HUMANITIES II PART I : SUMMARY LECTURE ON CLASSICAL ETHICAL POSITIONS. LISTEN TO INSTRUCTOR SUMMARIZE THE PROGRESS OF CLASS DISCUSSION AND EXPLORATION OF THE ETHICAL POSITIONS OF THE CLASSIC AGE, THE STUDENTS WILL BE ENCOURAGED TO TAKE NOTE OF THE CONSISTENCIES AND INCONSISTENCIES OF THE CLASSICAL STATEMENTS STUDIED, THE QUESTION OF RELEVANCE TO OUR TIME WILL BE RAISED WITH SPECIAL REFERENCE TO THE TWO CRITICAL VIEWS OF TRADITIONAL ETHICS WHICH FOLLOW NIETZSCHE AND G.E. MOORE, 02108 23	
	LARGE GROUP COLLEGE 02108 24	
*MATERIALS	BLANK 02108 25	
*LEVEL	ALL GRADES 02108 11	
*GENERAL	ALL CANDIDATES 02108 12	
		02108 13
		02108 14
		02108 15
		02108 16
		02108 17
		02108 18
		02108 19
		02108 20
		02108 10
		02108 5
		02108 8
		02108 7

*HOURS	1	02108	6
*EVALUATION	1. QUIZ ON LECTURE 2, INSIGHTS RECORDED IN ESSAY ASSIGNMENT,	02108	26
		02108	27
*FILE	LECTURE SUMMARY OF CLASSICAL ETHICS,	02108	9

*OBJECTIVES	1. TO DEVELOP WRITING AND ANALYTICAL SKILLS 2, TO DEMONSTRATE FAMILIARITY WITH THE ETHICAL POSITIONS DISCUSSED IN MODULES 2090-2108	02109	19
		02109	20
		02109	21
*PREREQUISITE	ALL PREVIOUS MODULES 2090-2108	02109	22
*EXPERIENCE	HUMANITIES II PART I, C, CLASSICAL ETHICAL POSITIONS ESSAY ASSIGNMENT, STUDENTS WILL WRITE A FIVE PAGE ESSAY 2 TYPED-DOUBLE SPACED, IN WHICH THEY DEMONSTRATE THE CONTRIBUTIONS OF THE SIX CLASSICAL POSITIONS DISCUSSED TO THE TRADITIONAL SPECTRUM OF VALUES OF WESTERN MAN, PERHAPS THEY MIGHT ANALYZE THE CLASSICAL ELEMENTS TO BE FOUND IN CAMOUSS STRANGER, OR THEY MAY ANALYZE THEIR OWN VALUE SYSTEM IN LIGHT OF THE CLASSICAL VIEWS,	02109	11
		02109	12
		02109	13
		02109	14
		02109	15
		02109	16
		02109	17
		02109	18
*SETTING	INDEPENDENT COLLEGE	02109	10
*MATERIALS	BLANK	02109	5
*LEVEL	ALL GRADES	02109	8
*GENERAL	ALL CANDIDATES	02109	7
*HOURS	10	02109	6
*EVALUATION	CRITIQUE OF FINISHED ESSAY IN INTERVIEW WITH INSTRUCTOR,	02109	23
*FILE	ESSAY WRITING * ANALYTICAL SKILLS ETHICAL VALUES	02109	9

*OBJECTIVES	1. TO ACQUAINT THE STUDENT WITH THE CHARACTERISTICS OF THE NIETZSCHE ATTACK OF TRADITIONAL MORAL PHILOSOPHY,	02110	26
	2. TO INCREASE SKILL IN INTELLECTUAL ANALYSIS AND WRITING COMMUNICATION,	02110	27
		02110	28
		02110	29
*PREREQUISITE	PREVIOUS MODULES	02110	30
*EXPERIENCE	HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL ETHICS: TWO VIEWS F, NIETZSCHE- READING ASSIGNMENT FRIEDRICH NIETZSCHE, SELECTIONS FROM: WILL TO POWER AND BEYOND GOOD AND EVIL IN READING NIETZSCHE, THE STUDENTS WILL SEEK ANSWERS TO THESE QUESTIONS: 1, WHY DID NIETZSCHE SPEAK OF HIMSELF AS THE [CONSCIENCE OF HIS AGE] WAS THIS JUSTIFIED? 2, WHAT DID NIETZSCHE MEAN BY THE TERM: [TRANSMUTATION OF VALUES]? 3, WHAT IS THE DIFFERENCE IN ETHICAL VOCABULARY BETWEEN THE [MASTER] AND THE [SLAVE] MORALITY? 4, WHY DID NIETZSCHE ATTACK CHRISTIANITY, PACIFISM, AND DEMOCRACY? 5, WHAT IS WRONG WITH TRADITIONAL MORAL PHILOSOPHY ACCORDING TO NIETZSCHE? WHAT IS THE ROLE OF THE [TRUE PHILOSOPHER]? IN ANSWERING THESE QUESTIONS THE STUDENT WILL PREPARE A PRECIS OF THE READING FOR PRESENTATION IN CLASS DISCUSSION,	02110	11
		02110	12
		02110	13
		02110	14
		02110	15
		02110	16
		02110	17
		02110	18
		02110	19
		02110	20
		02110	21
		02110	22
		02110	23
		02110	24
		02110	25
*SETTING	INDEPENDENT COLLEGE	02110	10
*MATERIALS	BLANK	02110	5
*LEVEL	ALL GRADES	02110	9
*GENERAL	ALL CANDIDATES	02110	7
*HOURS	4	02110	6
*EVALUATION	QUIZ ON READING WRITTEN PRECIS ON THE READING CLASS DISCUSSION AS OUTLINED IN MODULE 2111	02110	31
		02110	32

*OBJECTIVES	1. TO GAIN CONFIDENCE IN ARGUMENTATION 2, TO DEVELOP A CRITICAL EYE FOR ANALYZING PHILOSOPHICAL AND ETHICAL CLAIMS, 3, TO INCREASE CAPACITY IN COMMUNICATION 4, TO HEIGHTEN RESPONSE TO MORAL PROBLEMS,	02111	25
		02111	26
		02111	27
		02111	28
*PREREQUISITE	PREVIOUS MODULES	02111	29

EXPERIENCE	HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL ETHICS; TWO VIEWS CLASS DISCUSSION; FRIEDRICH NIETZSCHE, IN ADDITION TO THE QUESTIONS RAISED IN READING ASSIGNMENT 2021, THE CLASS READ AND CRITICIZE PRECIS AND ALSO RAISE THE FOLLOWING DISCUSSION QUESTIONS; 1, WHAT ROLE DOES THE CONCEPT OF [SUPERMAN] PLAY IN NIETZSCHE'S ETHICAL THEORY? 2, CONTRAST NIETZSCHE'S CONCEPT OF [NATURE] WITH THE STOIC CONCEPT AS PRESENTED BY M. AURELIUS, 3, ACCORDING TO NIETZSCHE, WHAT IS TO BE GAINED BY [LIVING DANGEROUSLY]? 4, CAN [WILL TO POWER] BE A UNIVERSAL MORAL IMPERATIVE? 5, WHAT ARE THE ROLES PLAYED BY [REASON] AND [FEELING] IN NIETZSCHE'S ETHICS? AS A CLASS PROJECT THE STUDENTS WILL CONSTRUCT A [NIETZSCHEAN] CRITIQUE OF CONTEMPORARY AMERICAN LIFE.	02111 11 02111 12 02111 13 02111 14 02111 15 02111 16 02111 17 02111 18 02111 19 02111 20 02111 21 02111 22 02111 23 02111 24
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02111 10
*MATERIALS	BLANK	02111 5
*LEVEL	ALL GRADES	02111 8
*GENERAL	ALL CANDIDATES	02111 7
*HOURS	2	02111 6
*EVALUATION	PARTICIPATION IN CLASS DISCUSSION, PRECIS ON READINGS,	02111 30
*FILE	NIETZSCHE ETHICS CLASS DISCUSSION	02111 9

*OBJECTIVES	1. TO GAIN FAMILIARITY WITH MOORE'S DEFINITION OF THE PROBLEM OF ETHICS IN THE MODERN WORLD, 2. TO INCREASE FACILITY IN WRITING AND COMMUNICATION	02112 23 02112 24 02112 25
*PREREQUISITE	PREVIOUS MODULE	02112 26
*EXPERIENCE	HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL ETHICS; TWO VIEWS, G.E. MOORE, READING ASSIGNMENT G. E. MOORE, PRINCIPIA ETHICA >PREFACE AND PAGES 1-21+ STUDENTS WILL PREPARE A PRECIS ON THE READING AND SEEK ANSWER TO THE FOLLOWING QUESTIONS; 1, WHAT IS MOORE'S BASIC THESIS? IS IT NEW? WHAT JUDGMENT OF TRADITIONAL ETHICS ARE IMPLIED IN MOORE'S THESIS? 2, WHY IS [INTRINSIC GOOD] INDETERMINABLE, ACCORDING TO MOORE? 3, WHAT IS THE [NATURALISTIC FALLACY]? 4, WHAT ARGUMENTS CAN MOORE MUSTER AGAINST THE HEDONISTIC ETHIC? 5, WHAT ARE [SELF-EVIDENT PROPOSITIONS]? ARE THERE SELF-EVIDENT ETHICAL STATEMENTS?	02112 11 02112 12 02112 13 02112 14 02112 15 02112 16 02112 17 02112 18 02112 19 02112 20 02112 21 02112 22
*SETTING	INDEPENDENT COLLEGE	02112 10
*MATERIALS	BLANK	02112 5
*LEVEL	ALL GRADES	02112 8
*GENERAL	ALL CANDIDATES	02112 7
*HOURS	4	02112 6
*EVALUATION	QUIZ ON READING ASSIGNMENT PARTICIPATION IN CLASS DISCUSSION WRITTEN PRECIS	02112 27 02112 28
*FILE	MOORE ETHICS READING	02112 9

*OBJECTIVES	1. TO AQUAINT THE STUDENT WITH THE ETHICAL POSITION OF G.E. MOORE 2, TO INCREASE THE STUDENT'S CAPACITY IN VERBAL ANALYSIS, COMMUNICATION, AND INTELLECTUAL CHARACTERIZATION,	02113 25 02113 26 02113 27 02113 28
*PREREQUISITE	PREVIOUS MODULE	02113 29
*EXPERIENCE	HUMANITIES II PART I, D, MODERN CRITIQUE OF TRADITIONAL ETHICS; TWO VIEWS. CLASS DISCUSSION DISCUSSION WILL BEGIN BY STUDENTS READING THE PRECIS EACH HAS WRITTEN, THE LARGE QUESTION OF THE SUBSEQUENT DISCUSSION IS: CAN ANY ETHICAL THEORY CLAIM TO BE SCIENTIFIC, THIS RAISES THE QUESTION AS TO WHETHER MOORE AND OTHERS OF HIS PERSUASION SAY ANYTHING MORE THAN DID THE SOPHISTS IN THE TIME OF	02113 11 02113 12 02113 13 02113 14 02113 15 02113 16 02113 17

	SOCRATES, CAN [OPENNESS] CARRY ANY AUTHORITY IN DEFINING	02113	18
	AN ETHICAL GOOD? HOW DOES MOORE USE THE TERM; [ETHICAL	02113	19
	REALISM? COULD TWO MEN, WHO BOTH SHARE MOORE	02113	20
	PRESUPPOSITIONS ABOUT ETHICAL THEORY, DISAGREE ON THE	02113	21
	LEVEL OF PRACTICAL MORALITY? AS A CLASS PROJECT THE	02113	22
	STUDENTS WILL CONSTRUCT AN ANALYSIS OF CONTEMPORARY	02113	23
	AMERICAN MORAL VIEWS BASED ON MOORE'S VIEWS,	02113	24
*SETTING	SMALL GROUP 21-12 STUDENTS? COLLEGE	02113	10
*MATERIALS	BLANK	02113	5
*LEVEL	ALL GRADES	02113	8
*GENERAL	ALL CANDIDATES	02113	7
*HOURS	2	02113	6
*EVALUATION	CLASS DISCUSSION WRITTEN PRECIS	02113	30
*FILE	MOORE ETHICS DISCUSSION	02113	9

*OBJECTIVES	1. TO ACHIEVE A HIGH LEVEL OF COMPREHENSION IN MATTERS OF	02114	29
	ETHICS AND HUMAN VALUES AS APPLIED TO SPECIFIC MORAL	02114	30
	PROBLEMS, 2. TO ACHIEVE A HIGH ORDER OF CLEAR	02114	31
	EXPOSITION AND LOGICAL ANALYSIS IN COMMUNICATION IN	02114	32
	WRITTEN FORM,	02114	33
*PREREQUISITE	PREVIOUS MODULES,	02114	34
*EXPERIENCE	HUMANITIES II PART I, E, PROBLEMS OF VALUE AT THIS STAGE	02114	11
	OF THE COURSE THE STUDENT CHOOSES ONE OF FOUR [PROBLEMS OF	02114	12
	VALUE] FOR INDEPENDENT WORK, THE CLASS IS DIVIDED BY THE	02114	13
	INTEREST IN EACH PROBLEM, I.E. THE SMALL GROUP OF 12	02114	14
	STUDENTS WILL BE DIVIDED INTO FOUR [TEAMS], ONE FOR EACH	02114	15
	PROBLEM, THESE TEAMS WILL MEET WITH THE INSTRUCTOR ONCE	02114	16
	WEEK FOR THE REMAINDER OF THE COURSE, THE STUDENT WILL	02114	17
	PREPARE A PAPER ON THE PROBLEM OF HIS CHOICE AND IT WILL	02114	18
	BE READ AND CRITICIZED BY OTHERS ON THE TEAM IN THE	02114	19
	PRESENCE OF THE INSTRUCTOR, THE FOUR PROBLEMS OF VALUE	02114	20
	ARE: 1, MAN AND THE STATE 2, MAN AND SELF-KNOWLEDGE 3, MAN	02114	21
	AND NEIGHBOR 4, MAN AND FAITH THE MATERIALS ASSIGNED FOR	02114	22
	EACH PROBLEM 2MODULES 2115-18+ ARE CREATIVE TREATMENTS OF	02114	23
	THE GENERAL AREA: FROM LITERATURE, PHILOSOPHY AND THE	02114	24
	MOVIES, THE STUDENTS WILL WRITE THEIR PAPERS TO INVOLVE	02114	25
	THE [RAW MATERIAL] FROM THESE CREATIVE TREATMENTS AS THE	02114	26
	ILLUSTRATIONS OF THE POINTS THEY WISH TO MAKE, REFERENCE	02114	27
	TO THE PREVIOUS EXPERIENCE IN THE COURSE IS ASSUMED,	02114	28
*SETTING	OTHER 2SPECIFY+ INDEPENDENT AND TEAM WORK COLLEGE	02114	10
*MATERIALS	BLANK	02114	5
*LEVEL	ALL GRADES	02114	8
*GENERAL	ALL CANDIDATES	02114	7
*HOURS	25	02114	6
*EVALUATION	WRITTEN ESSAY AND TUTORIAL WITH TEAM AND INSTRUCTOR,	02114	35
*FILE	PROBLEMS OF VALUE ETHICS	02114	9

*OBJECTIVES	SAME AS MODULE 2114	02115	16
*PREREQUISITE	SAME AS MODULE 2114	02115	17
*EXPERIENCE	HUMANITIES II PART I, E, PROBLEMS OF VALUE 1, MAN AND THE	02115	11
	STATE 2READING ASSIGNMENTS, ETC+ GEORGE ORWELL, SHOOTING	02115	12
	AN ELEPHANT PLATO, CRITO E, 3, WHITE, THE FAMILY WHICH	02115	13
	DWELT APART J, S, MILL, THE LIMITS OF GOVERNMENT	02115	14
	INTERFERENCE MOVIE: A MAN FOR ALL SEASONS	02115	15
*SETTING	INDEPENDENT COLLEGE	02115	10
*MATERIALS	BLANK	02115	5
*LEVEL	ALL GRADES	02115	8
*GENERAL	ALL CANDIDATES	02115	7
*HOURS	BLANK	02115	6

*EVALUATION	SAME AS MODULE 2114	02115 18
*FILE	PROBLEMS OF VALUE MAN AND STATE	02115 9

*OBJECTIVES	SAME AS MODULE 2114	02116 18
*PREREQUISITE	SAME AS MODULE 2114	02116 19
*EXPERIENCE	HUMANITIES II PART I, E, PROBLEMS OF VALUE 2, MAN AND SELF-KNOWLEDGE MONTAIGNE, UN REPENTENCE 2BK III, CH 2, ESSAYS; WALT WHITMAN, ONESS-SELF I SING WINTHROP SARGENT, HUMILITY, CONCENTRATION AND GUSTO JEAN-PAUL SARTRE, NO EXIT LEU TOLSTOY, THE DEATH OF IVAN ILYICH F.M.CORNFORD, BEFORE AND AFTER SOCRATES 2PP, 29-53+ MOVIE: BERGMANN, THE SEVENTH SEAL	02116 11 02116 12 02116 13 02116 14 02116 15 02116 16 02116 17
*SETTING	INDEPENDENT COLLEGE	02116 10
*MATERIALS	BLANK	02116 5
*LEVEL	ALL GRADES	02116 8
*GENERAL	ALL CANDIDATES	02116 7
*HOURS	BLANK	02116 6
*EVALUATION	SAME AS MODULE 2114	02116 20
*FILE	PROBLEMS OF VALUE MAN AND SELF-KNOWLEDGE	02116 9

*OBJECTIVES	SAME AS MODULE 2114	02117 16
*PREREQUISITE	SAME AS MODULE 2114	02117 17
*EXPERIENCE	HUMANITIES II PART I, E, PROBLEMS OF VALUE 3, MAN AND NEIGHBOR J. S. MILL, ON LIBERTY MARY MCCARTHY, ARTISTS IN UNIFORM JOHN UPDIKE, A+P BERTOLT BRECKT, THE CAUCASIAN CHALK CIRCLE MARTIN BUBER, I AND THOU MOVIE: JUDGMENT AT NUREMBERG	02117 11 02117 12 02117 13 02117 14 02117 15
*SETTING	INDEPENDENT COLLEGE	02117 10
*MATERIALS	BLANK	02117 5
*LEVEL	ALL GRADES	02117 8
*GENERAL	ALL CANDIDATES	02117 7
*HOURS	BLANK	02117 6
*EVALUATION	SAME AS MODULE 2114	02117 18
*FILE	PROBLEMS OF VALUE MAN AND NEIGHBOR	02117 9

*OBJECTIVES	SAME AS MODULE 2114	02118 16
*PREREQUISITE	SAME AS MODULE 2114	02118 17
*EXPERIENCE	HUMANITIES II PART I, E, PROBLEMS OF VALUE 4, MAN AND FAITH BLAISE PASCAL, IMANES DISPROPORTION(FROM PENSEES WILLIAM BLAKE, THE TIGER GUSTAV FLAUBERT, A SIMPLE HEART PAR LAGERKVIST, BARABBAS PAUL TILLICH, DYNAMICS OF FAITH MOVIE: BERGMANN, THE SILENCE 21963+	02118 11 02118 12 02118 13 02118 14 02118 15
*SETTING	INDEPENDENT COLLEGE	02118 10
*MATERIALS	BLANK	02118 5
*LEVEL	ALL GRADES	02118 8
*GENERAL	ALL CANDIDATES	02118 7
*HOURS	BLANK	02118 6
*EVALUATION	SAME AS MODULE 2114	02118 18
*FILE	PROBLEMS OF VALUE MAN AND FAITH	02118 9

CLASSICS OF THE WEST: AN OVERVIEW

INTRODUCTION

To provide an opportunity for the student to develop and to state his characterization of his own value systems, especially with regard to three sets of relationships, man versus man, man versus nature, man versus the divine, and his response classics of western literature and the arts. This seems a fitting objective to conclude Humanities I and Humanities II, Part I where the student has had an opportunity to investigate the general nature of the humanities, to study various value systems as they have been expressed in literature the arts, philosophy and religion. Always, in such an experience as this, there is the problem of the type of material to be selected. We have chosen what might be called the historical approach for First, we want to provide the student with some sense of the continuities of life and culture in the western world. Second, we want to confront him with art forms which, although famous in the western tradition, are still products of a society which is slightly different so that the student may become more aware of and sensitive to cultural differences. Third, we want to confront him with masterpieces of art that for many generations have been thought to be among the finest works of the human mind. Fourth, we want the student to experience, as directly as possible, the art forms of a given society. We have arranged these two-week segments of the component so that segment one provides the student with literary sources; segment two with literary and visual; and segment three with literary, visual and aural evidence of the values of the culture. Segment four provides only visual and aural evidence. These experiences included in section four are more difficult for the student to interpret for they involve evidence with which he is not quite so used to coping. Additionally we believe that about the eighth week of the term is a good time to break the sequence, the routines, break some of the accumulated tensions. The fifth and last segment is purely literary, so awesome a monument of modern times as to need no enrichment except what the student may bring to it.

The journal to be kept by the student and submitted periodically to the instructor is, together with the class discussion, to record the student's reactions to the works he reads, sees and hears, to record his formulations of his own values, his own identity as an intelligent creature. The final journal entry is designed to be the student's own survey of his progress in defining his attitudes and in defining his own nature.

WORK PROJECT

The work project which is described in modules 708 and 709 is designed to enable the student to do some independent work in historical periods or art forms not covered in the primary experiences, and/or to obtain direct experience of various art forms not available in the basic component. Suggested groups of projects are listed (literary, film, concerts, galleries) with the provision that the student may, with the approval of the instructor, work out his own independent project, a project which would fit the student's talents and interests.

The final report on the work project, module 740 need not necessarily be written. It might well be a visual or aural or combined report, for it is apparent that the talents and skills encouraged in Humanities I in the art and music might well be fittingly used here.

EVALUATION

The evaluation of the student's work is to be based upon three factors:

1. Contribution to the quality of class discussion.
2. Cogency, vigor and clarity of journal entries.
3. Cogency, vigor and clarity of work project.

The use of a Pass or Fail grade is recommended, further that the student to receive a pass for the course as a whole must receive a pass in each of the three main evaluative areas, discussion, journal and work project.

But it is necessary to add certain qualifications and modifications to the bare outlines stated in the first paragraph:

1. That the purpose of this segment is to assist the student in thinking through and characterizing his general sets of values.

This demands not only a high ability to cope with concepts and ideas, but a high degree of self awareness. All things being equal, surely for some students, this opportunity will come at the wrong time, in the wrong way and for the wrong reasons. Therefore, the instructor must judge each student as to his progress and as to his honest effort rather than compare students with each other.

2. Important too is the joint evaluation by instructor and student in their last conference in module 746.

Such a joint evaluation involves feelings of mutual confidence which the instructor must encourage. Obviously the instructor should go to any lengths to avoid penalizing a student for opinions and values which the instructor dislikes.

What the grade ultimately should represent is not a value judgment about the student's values, but a judgment of how well those values have been stated and argued. Quizzes and tests over factual material are omitted on the grounds that, however, useful they may be in motivating the student, at least according to the behaviourists who are, on theoretical grounds, already pre-conditioned to accept the argument, the factual quizzes distract from the true goals of the experience. The quiz emphasizes what the student knows, not how he uses that information, and it is the latter which interests us.

*OBJECTIVES	1. TO INTRODUCE THE STUDENT TO THE GENERAL PURPOSES, METHODS AND MEANS OF THE COURSE, 2, TO SET THE ASSIGNMENTS FOR THE FIRST TWO WEEK SEGMENT, (SEE ALSO GENERAL INTRODUCAION	00674019 00674020 00674021 00674022 00674023
*PREREQUISITE	HUMANITIES I AND HUMANITIES II, PART I	00674011
*EXPERIENCE	INTRODUCTORY LECTURE WHICH WILL FOCUS ON (SEE ALSO GENERAL INTRODUCTION) 1, THE GENERAL NATURE AND CONTENT OF THE TEN WEEKS, 2, THE GOALS WHICH THE COURSE IS DESIGNED TO ACCOMPLISH, 3, THE MEANS WHICH WILL ACHIEVE THOSE GOALS (I,E, WHAT IS EXPECTED OF THE STUDENT) 4, THE METHODS OF EVALUATION WHICH WILL BE USED, 5, SET THE PRECISE SCHEDULE OF EXPERIENCES IN THE FIRST SET OF ASSIGNMENTS ON JOB MODULES (674-687),	00674012 00674013 00674014 00674015 00674016 00674017 00674018
*SETTING	BLANK, COLLEGE	00674010
*MATERIALS	BLANK	00674005
*LEVEL	ALL GRADES	00674008
*GENERAL	ALL CANDIDATES	00674007
*HOURS	1	00674006
*EVALUATION	BLANK	00674024
*FILE	HEBREWS JOB LECTURE OBJECTIVES	00674009

*OBJECTIVES	TO PROVIDE BACKGROUND MATERIAL NECESSARY FOR AN UNDERSTANDING OF JOB, TO IDENTIFY MAJOR ELEMENTS IN THE HEBREW WORLD RELATED TO THE THEMES OF JOB TO COMPARE AND CONTRAST THOSE THEMES WITH CONTEMPORARY CONCERNS, TO INCREASE AWARENESS OF THE ADVANTAGES AND DISADVANTAGES (THE LIMITS) OF FREEDOM, THE PROBLEMS OF GUILT AND RESPONSIBILITY, TO BEGIN TO MAKE HIM AWARE OF THE NEED FOR DEFINING HIS OWN POSITIONS IN THESE MATTERS,	00675018 00675019 00675020 00675021 00675022 00675023 00675024 00675025
*PREREQUISITE	PREVIOUS MODULE,	00675026
*EXPERIENCE	LECTURE WHICH WILL COVER THE FOLLOWING POINTS THE RELIGIOUS TRADITIONS OF THE HEBREWS UP TO THE WRITING OF JOB, THE IMPORTANCE OF JOB IN UNDERSTANDING THE JUDEO-CHRISTIAN RELIGIONS OF THE WEST (I,E, JOB AS A CASE STUDY) THE MAJOR THEMES IN JOB, SIN, DIVINE RETRIBUTION, GUILT, RESPONSIBILITY, THE LIMITATIONS WHICH THE CONCEPTIONS OF JOB PLACE UPON HUMAN FREEDOM,	00675011 00675012 00675013 00675014 00675015 00675016 00675017 00675010
*SETTING	BLANK, COLLEGE	00675010
*MATERIALS	BLANK	00675005
*LEVEL	ALL GRADES	00675008
*GENERAL	ALL CANDIDATES	00675007
*HOURS	2	00675006
*EVALUATION	GROUP DISCUSSION WHICH CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF JOB, STUDENTS DIVIDE INTO SMALLER GROUPS TO PREPARE AN ARGUMENT SUPPORTING A SELECTED INTERPRETATION,	00675027 00675028 00675029 00675030
*FILE	RELIGIONS JOB HEBREWS	00675009

*OBJECTIVES	TO IDENTIFY MAIN CHRACTERS, ARGUMENTS AND EVENTS DESCRIBED IN JOB, TO INTRODUCE HIM TO THE LITERATURE OF THE BIBLE, A MAJOR LITERARY AND SPIRITUAL CLASSIC IN THE WEST, TO MAKE HIM AWARE OF THE PROBLEMS OF DEFINING THE RELATIONS BETWEEN MAN AND THE DEVINE, MAN TO NATURE AND MAN TO MAN,	00676015 00676016 00676017 00676018 00676019 00676020
*PREREQUISITE	MODULE 675	00676011
*EXPERIENCE	READ BOOK OF JOB LIST WHAT ATTITUDES THE AUTHOR HAS ABOUT THE PROPER RELATIONSHIP OF MAN TO MAN; THE PROPER RELATIONSHIP OF MAN TO NATURE; THE PROPER RELATIONSHIP OF MAN TO THE DEVINE,	00676012 00676013 00676014 00676010
*SETTING	BLANK, COLLEGE	00676010
*MATERIALS	OLD TESTAMENT (REVISED STANDARD EDITION), BOOK OF JOB	00676005
*LEVEL	ALL GRADES	00676008
*GENERAL	ALL CANDIDATES	00676007
*HOURS	2	00676006
*EVALUATION	GROUP DISCUSSION WHICH CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF JOB, STUDENTS DIVIDE INTO SMALLER GROUPS TO PREPARE AN ARGUMENT SUPPORTING A SELECTED	00676021 00676022 00676023

INTERPRETATION, STUDENTS PRESENT THE ARGUMENT SUPPORTING 00676024
 THE INTERPRETATION BEFORE THE CLASS, 00676025
 BIBLE JOB HEBREWS 00676009

*FILE

*OBJECTIVES TO COMPREHEND BACKGROUND AND SETTING FOR JOB, TO IDENTIFY 00677015
 VARIOUS INTERPRETATIONS OF JOB, TO DEVELOP SENSITIVITY TO 00677016
 AND TOLERANCE FOR A CONFLICT OF IDEAS AND INTERPRETATIONS, 00677017
 *PREREQUISITE MODULE 676 00677018
 *EXPERIENCE READ POPE, ANCHOR BIBLE, INTRODUCTION TO JOB, 00677012
 INTERPRETER'S BIBLE, INTRODUCTION TO JOB, VOL III, 00677013
 SAMUEL TERRIEN, JOB: POET OF EXISTENCE, 00677014
 *SETTING BLANK, COLLEGE 00677011
 *MATERIALS ANCHOR BIBLE INTERPRETER'S BIBLE, VOL III 00677005
 TERRIEN, JOB: POET OF EXISTENCE 00677006
 *LEVEL ALL GRADES 00677009
 *GENERAL ALL CANDIDATES 00677008
 *HOURS 6 00677007
 *EVALUATION GROUP DISCUSSION WHICH CLASS WOULD IDENTIFY THE RANGE OF 00677019
 INTERPRETATIONS OF JOB, STUDENTS DIVIDE INTO SMALLER 00677020
 GROUPS TO PREPARE AN ARGUMENT SUPPORTING A SELECTED 00677021
 INTERPRETATION, STUDENTS PRESENT THE ARGUMENT SUPPORTING 00677022
 THE INTERPRETATION BEFORE THE CLASS, 00677023
 *FILE BIBLE JOB HEBREWS 00677010

*OBJECTIVES TO IDENTIFY MAJOR IDEAS AND INTERPRETATIONS OF JOB, TO 00678014
 EVALUATE THOSE INTERPRETATIONS, TO DISCUSS THE MEANING OF 00678015
 JOB FOR THE STUDENT AND HIS WORLD, TO MAKE THE STUDENT 00678016
 AWARE AND SENSITIVE TO OTHER CULTURES, 00678017
 *PREREQUISITE PREVIOUS MODULES 00678018
 *EXPERIENCE DISCUSS THE BOOK OF JOB AS REGARDS THE PROPER RELATIONSHIP 00678011
 OF MAN TO MAN, AND THE ACCOMPANYING PROBLEMS OF SIN, GUILT 00678012
 RESPONSIBILITY, AND HOW THESE CONCEPTS LIMIT TOTAL FREEDOM 00678013
 *SETTING SMALL GROUP (1-12 STUDENTS), COLLEGE 00678010
 *MATERIALS BLANK 00678005
 *LEVEL ALL GRADES 00678008
 *GENERAL ALL CANDIDATES 00678007
 *HOURS 1 00678006
 *EVALUATION GROUP DISCUSSION DURING WHICH CLASS WOULD IDENTIFY THE 00678019
 RANGE OF INTERPRETATIONS, OF JOB; STUDENTS DIVIDE INTO 00678020
 SMALLER GROUPS TO PREPARE AN ARGUMENT SUPPORTING A 00678021
 SELECTED INTERPRETATION, STUDENTS PRESENT ARGUMENT 00678022
 SUPPORTING THE SELECTED INTERPRETATION BEFORE THE CLASS, 00678023
 *FILE HEBREWS JOB MAN VS. MAN 00678009

*OBJECTIVES TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM, TO 00679019
 DEFEND AND TO EVALUATE THAT PREFERENCE, 00679020
 *PREREQUISITE PREVIOUS MODULE, 00679021
 *EXPERIENCE TO WRITE IN REACTION JOURNAL IN ACCORDANCE WITH 00679011
 PROCEDURES ESTABLISHED IN 674 IN RESPONSE TO DISCUSSION 00679012
 IN MODULE 678 IN WHICH STUDENT WOULD IDENTIFY AND 00679013
 EVALUATE WHAT HE BELIEVES TO BE THE MOST CONVINCING 00679014
 INTERPRETATION OF JOB VIZ A VIS THE PROPER RELATIONS 00679015
 BETWEEN MAN AND MAN, IDENTIFY HIS OWN ATTITUDE AND 00679016
 EVALUATE HIS OWN ATTITUDE IN RELATION TO JOB, COMPARE AND 00679017
 CONTRAST JOBS ATTITUDE WITH HIS OWN, 00679018
 INDEPENDENT, COLLEGE 00679010
 *SETTING BLANK 00679005
 *MATERIALS 00679008
 *LEVEL ALL GRADES 00679007
 *GENERAL ALL CANDIDATES 00679006
 *HOURS 2 00679022
 *EVALUATION EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR 00679023
 CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND 00679024
 DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO 00679025
 ABSTRACT SETS OF RELATIONS DISCUSSED, 00679025
 *FILE VALUE SYSTEMS JOB MAN VS MAN 00679009

*OBJECTIVES	TO IDENTIFY MAJOR IDEAS AND INTERPRETATIONS OF THE MEANING OF JOB, TO EVALUATE THOSE INTERPRETATIONS, TO MAKE STUDENT AWARE OF AND SENSITIVE TO OTHER CULTURES.	00680013 00680014 00680015
*PREREQUISITE	PREVIOUS MODULE	00680016
*EXPERIENCE	DISCUSS THE BOOK OF JOB AS REGARDS THE RELATIONS BETWEEN MAN AND NATURE,	00680011 00680012
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00680010
*MATERIALS	BLANK	00680005
*LEVEL	ALL GRADES	00680008
*GENERAL	ALL CANDIDATES	00680007
*HOURS	1	00680006
*EVALUATION	GROUP DISCUSSION DURING WHICH CLASS WOULD FIRST IDENTIFY RANGE OF INTERPRETATIONS, THEN DIVIDE INTO SMALLER GROUPS TO PREPARE CASE FOR PARTICULAR INTERPRETATION AND THEN PRESENT THEIR ARGUMENT,	00680017 00680018 00680019 00680020
*FILE	VALUE SYSTEMS JOB MAN VS. NATURE	00680009

*OBJECTIVES	TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM, TO DEFEND AND TO EVALUATE THAT PREFERENCE,	00681020 00681021
*PREREQUISITE	PREVIOUS MODULE	00681022
*EXPERIENCE	WRITE IN REACTION JOURNAL ACCORDING TO PROCEDURES ESTABLISHED IN MODULE 674 IN RESPONSE TO DISCUSSION IN MODULE 680 IN WHICH STUDENT WOULD IDENTIFY AND EVALUATE MOST CONVINCING INTERPRETATION OF JOB VIZ A VIS THE RELATIONS BETWEEN MAN AND NATURE, IDENTIFY HIS OWN ATTITUDES COMPARE AND CONTRAST THE INTERPRETATION OF JOB'S ATTITUDES WITH HIS OWN, EVALUATE HIS ATTITUDES AS COMPARED TO THOSE OF JOB,	00681011 00681012 00681013 00681014 00681015 00681016 00681018 00681019
*SETTING	INDEPENDENT, COLLEGE	00681010
*MATERIALS	BLANK	00681005
*LEVEL	ALL GRADES	00681008
*GENERAL	ALL CANDIDATES	00681007
*HOURS	2	00681006
*EVALUATION	EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO ABSTRACT SETS OF RELATIONS DISCUSSED,	00681023 00681024 00681025 00681026
*FILE	VALUE SYSTEMS JOB MAN VS NATURE	00681009

*OBJECTIVES	TO IDENTIFY MAJOR IDEAS AND INTERPRETATIONS OF THE MEANING OF JOB, TO EVALUATE THOSE INTERPRETATIONS, TO COMPARE AND CONTRAST THE MEANING OF JOB FOR THE STUDENT AND HIS WORLD, TO MAKE STUDENT AWARE OF AND SENSITIVE TO OTHER CULTURES,	00682013 00682014 00682015 00682016
*PREREQUISITE	PREVIOUS MODULE	00682017
*EXPERIENCE	DISCUSS THE BOOK OF JOB AS REGARDS THE PROPER RELATIONS OF MAN AND THE DIVINE,	00682018 00682011 00682012
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00682010
*MATERIALS	BLANK	00682005
*LEVEL	ALL GRADES	00682008
*GENERAL	ALL CANDIDATES	00682007
*HOURS	2	00682006
*EVALUATION	GROUP DISCUSSION DURING WHICH CLASS WOULD FIRST IDENTIFY RANGE OF INTERPRETATIONS, THEN DIVIDE INTO SMALLER GROUPS TO PREPARE CASE FOR PARTICULAR INTERPRETATION AND THEN PRESENT THEIR ARGUMENT,	00682019 00682020 00682021 00682022
*FILE	VALUE SYSTEMS JOB MAN VS. DIVINE	00682009

*OBJECTIVES	TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM, TO DEFEND AND TO EVALUATE THAT PREFERENCE,	00683018
*PREREQUISITE	PREVIOUS MODULE	00683019
*EXPERIENCE	WRITE IN REACTION JOURNAL IN RESPONSE TO DISCUSSION IN MODULE 682 IN WHICH STUDENT WOULD IDENTIFY AND EVALUATE MOST CONVINCING INTERPRETATION OF JOB VIZ A VIS THE PROPER RELATIONS BETWEEN MAN AND THE DIVINE, IDENTIFY HIS OWN ATTITUDE COMPARE AND CONTRAST HIS ATTITUDE AND THAT OF THE INTERPRETATION OF JOB, EVALUATE HIS ATTITUDES IN RELATION TO JOB'S.	00683020 00683011 00683012 00683013 00683014 00683015 00683016 00683017
*SETTING	INDEPENDENT, COLLEGE	00683010
*MATERIALS	BLANK	00683005
*LEVEL	ALL GRADES	00683008
*GENERAL	ALL CANDIDATES	00683007
*HOURS	2	00683006
*EVALUATION	EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO ABSTRACT SETS OF RELATIONS DISCUSSED,	00683021 00683022 00683023
*FILE	VALUE SYSTEMS JOB MAN VS DIVINE	00683024 00683009

*OBJECTIVES	TO IDENTIFY MAJOR CHARACTERS, SITUATIONS, AND EVENTS IN MACLEISH'S J.B. TO IDENTIFY INTERPRETATIONS OF J.B. TO COMPARE AND CONTRAST J.B. WITH JOB, TO EVALUATE THE ATTITUDES IN J.B. AS THOSE OF THE CONTEMPORARY WORLD,	00684013 00684014 00684015 00684016
*PREREQUISITE	PREVIOUS MODULE	00684017
*EXPERIENCE	READ, ARCHIBALD MACLEISH, J.B., LIST COMPARISONS AND CONTRASTS WITH JOB,	00684011 00684012
*SETTING	INDEPENDENT, COLLEGE	00684010
*MATERIALS	ARCHIBALD MACLEISH, J.B.	00684005
*LEVEL	ALL GRADES	00684008
*GENERAL	ALL CANDIDATES	00684007
*HOURS	2	00684006
*EVALUATION	EXAMINATION OF JOURNAL INCLUDING LATER CONFERENCE, FOR CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND DIFFERENCES ON THE BASIS OF INCREASING REFERENCE TO ABSTRACT SETS OF RELATIONS DISCUSSED,	00684018 00684019 00684020
*FILE	HEBREWS J.B. JOB	00684021 00684009

*OBJECTIVES	TO INCREASE SENSITIVITY TO LITERARY TREATMENT OF COMPLEX HUMAN ISSUES TO COMPARE AND TO CONTRAST DRAMATIC FORM WITH POETIC, TO IDENTIFY CONTINUING THEMES IN THE WESTERN TRADITION, TO EVALUATE THE NATURE OF THE CONTEMPORARY WORLD,	00685016 00685017 00685018
*PREREQUISITE	PREVIOUS MODULES	00685019 00685020
*EXPERIENCE	DISCUSS THE RELATIONSHIPS BETWEEN J.B. AND JOB UNDER THE FOLLOWING CATEGORIES: COMPARE AND CONTRAST ATTITUDES TOWARDS MAN VERSUS MAN; MAN VERSUS SOCIETY; MAN VERSUS THE DIVINE; EVALUATE J.B. AS A REPRESENTATION OF THE CONTEMPORARY WORLD,	00685021 00685011 00685012 00685013 00685014 00685015
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00685010
*MATERIALS	BLANK	00685005
*LEVEL	ALL GRADES	00685008
*GENERAL	ALL CANDIDATES	00685007
*HOURS	2	00685006
*EVALUATION	EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR	00685022

	CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND DIFFERENCES ON THE BASIS OF INCREASING REFERENT TO ABSTRACT SETS OF RELATIONS DISCUSSED,	00685023 00685024 00685025 00685009
*FILE	MAN VS, MAN JOB JB	
*OBJECTIVES	TO EXPRESS A PREFERENCE FOR A GIVEN VALUE SYSTEM, TO DEFEND AND TO EVALUATE THAT PREFERENCE,	00686017 00686018
*PREREQUISITE	PREVIOUS MODULE	00686019
*EXPERIENCE	WRITE IN JOURNAL A REACTION TO DISCUSSION IN MODULE 685 WITH PARTICULAR ATTENTION TO IDENTIFYING MAIN ATTITUDES OF CONTEMPORARY WORLD WITH REFERENCE TO THREE THEMES (MAN VS, MAN, MAN VS, SOCIETY, MAN VS, THE DIVINE) COMPARING + CONTRASTING THOSE WITH HIS OWN ATTITUDES, EVALUATING AND DEFENDING	00686011 00686012 00686013 00686014 00686015 00686016
*SETTING	INDEPENDENT, COLLEGE	00686010
*MATERIALS	BLANK	00686005
*LEVEL	ALL GRADES	00686008
*GENERAL	ALL CANDIDATES	00686007
*HOURS	2	00686006
*EVALUATION	EXAMINATION OF JOURNAL, INCLUDING LATER CONFERENCE, FOR CLARITY OF ARGUMENT, SENSITIVITY TO SIMILARITIES AND DIFFERENCES ON THE BASIS OF INCREASING REFERENT TO ABSTRACT SETS OF RELATIONS DISCUSSED,	00686020 00686021 00686022 00686023
*FILE	HEBREWS JB VALUE SYSTEMS	00686009
*OBJECTIVES	TO SUPPLY THE STUDENT WITH AN EXTERNAL CRITERIA FOR EVALUATION OF JOURNAL ENTRIES, TO ASSIST STUDENT IN IDENTIFYING WEAK, INSUFFICIENT OR INCONCLUSIVE REASONING, TO EVALUATE STUDENT'S PROGRESS IN DEVELOPING AND STATING THE CHARACTERIZATION OF HIS OWN VALUE SYSTEM,	00687014 00687015 00687016 00687017 00687018
*PREREQUISITE	PREVIOUS MODULE	00687019
*EXPERIENCE	TO CONFER INDIVIDUALLY WITH TEACHER ABOUT THE ENTRIES IN THE REACTION JOURNAL ACCORDING TO PROCEDURES OUTLINED IN MODULE 674,	00687011 00687012 00687013
*SETTING	OTHER (SPECIFY) CONFERENCE, BLANK	00687010
*MATERIALS	BLANK	00687005
*LEVEL	ALL GRADES	00687008
*GENERAL	ALL CANDIDATES	00687007
*HOURS	.5	00687006
*EVALUATION	THE INSTRUCTOR TO EVALUATE ENTRIES IN THEIR JOURNAL FOR CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00687020 00687021
*FILE	HEBREWS JOB J,B,	00687009
*OBJECTIVES	TO PROVIDE STUDENT WITH BACKGROUND MATERIAL FOR AN UNDERSTANDING OF THE MAJOR READING, SOPHOCLES, THEBAN PLAYS, SO THAT HE MAY BE ABLE TO IDENTIFY MAJOR ELEMENTS IN GREEK RELIGION, THE ROLE OF RELIGION IN ANCIENT GREEK LIFE, COMPARE AND CONTRAST WITH HEBRAIC TRADITION OF PREVIOUS SEGMENT AND WITH THE CONTEMPORARY SITUATION, STIMULATE AN AWARENESS OF AND TOLERANCE FOR CULTURAL DIFFERENCES,	00688016 00688017 00688018 00688019 00688020 00688021 00688022 00688023
*PREREQUISITE	PREVIOUS MODULE	00688024
*EXPERIENCE	LISTEN TO A LECTURE WHICH WILL; OUTLINE BRIEFLY THE CLASSROOM PROCEDURE FOR THIS SEGMENT OF THE COURSE, MODULES 688 TO 706, DEVELOP IN SOME DETAIL THE NATURE OF THE GREEK RELIGIOUS LIFE AND THE ROLE OF THE DRAMA IN THE RELIGIOUS COMMUNITY,	00688011 00688012 00688013 00688014 00688015
*SETTING	LARGE GROUP, COLLEGE	00688010

*MATERIALS	BLANK	00688005
*LEVEL	ALL GRADES	00688006
*GENERAL	ALL CANDIDATES	00688007
*HOURS	1	00688006
*EVALUATION	PARTICIPATION IN GROUP DISCUSSION, INSTRUCTOR DETERMINES	00688025
	THE STUDENT'S LEVEL OF SYNTHESIS OF USUAL AND VERBAL	00688026
	INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS	00688027
	DISCUSSION	00688028
*FILE	RELIGION GREEKS DRAMA	00688009

*OBJECTIVES	THAT A GROUP OF OBJECTS CAN BE ARRANGED IN MYRIAD WAYS	00689019
	DEPENDING UPON THE PROPERTY(IES) USED IN THE ARRANGEMENT,	00689020
*PREREQUISITE	S.C.I.T.S. GRANDMA'S BUTTON BOX (ACTIVITY 6, MATERIAL	00689021
	OBJECTS)	00689022
*EXPERIENCE	EACH STUDENT WILL EXAMINE SIX PLANTS, AFTER CAREFULLY	00689011
	EXAMINING SAME, HE WILL ORDER THE PLANTS IN A LIST	00689012
	ACCORDING TO ANY PROPERTY HE CHOOSES (E.G., HEIGHT, # OF	00689013
	FLOWERS, LEAF SIZE, ETC.) SELECTED STUDENTS WILL THEN	00689014
	ARRANGE THE PLANTS ACCORDING TO THEIR SCHEMES, WHILE THE	00689015
	REST OF THE GROUP ATTEMPTS TO IDENTIFY THE SCHEME USED	00689016
	(THIS CAN GO ON UNTIL ALL DIFFERENT SCHEMES HAVE BEEN	00689017
	USED),	00689018
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00689010
*MATERIALS	6 PLANTS/10 STUDENTS	00689005
*LEVEL	ALL GRADES	00689008
*GENERAL	ALL CANDIDATES	00689007
*HOURS	60 MIN	00689006
*EVALUATION	EACH STUDENT WILL LIST THE SIX PLANTS, IN ORDER, AND WILL	00689023
	IDENTIFY THE PROPERTY HE USED,	00689024
*FILE	PLANTS ARRANGEMENT PROPERTIES	00689009

*OBJECTIVES	TO IDENTIFY GENERAL CHRONOLOGY, EVENTS, PERSONS AND PLACES	00690017
	IN ANCIENT GREEK, TO COMPARE AND CONTRAST THE GREEK	00690018
	TRADITION WITH THE HEBRAIC TRADITION AND CONTEMPORARY	00690019
	POLITICAL, RELIGIOUS, ECONOMIC AND GEOGRAPHIC CONDITIONS,	00690020
	TO STIMULATE AN AWARENESS OF AND TOLERANCE FOR CULTURAL	00690021
	DIFFERENCES, TO BEGIN TO CONVEY HOW CIRCUMSTANCES +	00690022
	EVENTS MAY HELP TO SHAPE IDEAS AND BELIEFS,	00690023
*PREREQUISITE	SEE PREVIOUS MODULE	00690024
*EXPERIENCE	READ H.D.F. KITTO, THE GREEKS, CHPTS I-IX INCL., AS AN	00690011
	INTRODUCTION TO ANCIENT GREEK LIFE, LIST MAJOR	00690012
	DIFFERENCES BETWEEN THE POLITICAL, RELIGIOUS, ECONOMIC AND	00690013
	GEOGRAPHIC CONDITIONS OF ANCIENT GREECE AND THOSE OF THE	00690014
	HEBREW TRADITION ON THE ONE HAND AND THOSE OF THE	00690015
	CONTEMPORARY WORLD ON THE OTHER,	00690016
*SETTING	INDEPENDENT, COLLEGE	00690010
*MATERIALS	H. D. F. KITTO, THE GREEKS,	00690005
*LEVEL	ALL GRADES	00690008
*GENERAL	ALL CANDIDATES	00690007
*HOURS	3	00690006
*EVALUATION	PARTICIPATION IN GROUP DISCUSSION, INSTRUCTOR DETERMINES	00690025
	THE STUDENT'S LEVEL OF SYNTHESIS OF USUAL AND VERBAL	00690026
	INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS	00690027
	DISCUSSION,	00690028
*FILE	GREEKS KITTO HEBREWS	00690009

*OBJECTIVES	TO PROVIDE THE STUDENT WITH BACKGROUND MATERIAL FOR AN	00691015
	UNDERSTANDING OF SOPHOCLES' THEBAN PLAYS SO THAT HE MAY BE	00691016

	ABLE TO IDENTIFY MAJOR ELEMENTS IN THE GREEK POLITICAL SYSTEM AND THE ROLE OF THE POLIS IN ANCIENT GREEK LIFE,	00691017
	COMPARE AND CONTRAST THE GREEK POLITICAL SYSTEM WITH THE HEBRAIC TRADITION AND CONTEMPORARY TRADITIONS, STIMULATE	00691018
	AN AWARENESS OF AND TOLERANCE FOR CULTURAL DIFFERENCES,	00691019
*PREREQUISITE	PREVIOUS MODULE	00691020
*EXPERIENCE	LISTEN TO A LECTURE ON (1) THE NATURE OF THE ANCIENT GREEK POLITICAL SYSTEM (POLIS), (2) LIST THE ADVANTAGES OF THE POLIS, (3) HOW THE POLIS INFLUENCED THE NATURE OF THE DRAMA,	00691021
	LARGE GROUP, COLLEGE	00691022
*SETTING		00691011
*MATERIALS	BLANK	00691012
*LEVEL	ALL GRADES	00691013
*GENERAL	ALL CANDIDATES	00691014
*HOURS	1	00691010
*EVALUATION	PARTICIPATION IN GROUP DISCUSSION, INSTRUCTOR DETERMINES THE STUDENT'S LEVEL OF SYNTHESIS OF USUAL AND VERBAL INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS DISCUSSION,	00691009
*FILE	HEBREWS GREEKS POLITICAL SYSTEM	00691009

*OBJECTIVES	TO LIST MAJOR DIFFERENCES BETWEEN THE CHARACTER AND MIND OF ANCIENT GREECE AND THOSE OF THE HEBREW TRADITION, TO COMPARE AND CONTRAST THE GREEK TRADITION WITH CONTEMPORARY PHILOSOPHICAL ATTITUDES, TO STIMULATE AN AWARENESS OF AND TOLERANCE FOR CULTURAL DIFFERENCES, TO CONVEY HOW CIRCUMSTANCES AND EVENTS MAY HELP TO SHAPE IDEAS AND BELIEFS,	00692019
*PREREQUISITE	PREVIOUS MODULE	00692020
*EXPERIENCE	READ H.D.F, KITTO, THE GREEKS, CHPTS X-XII, INCL., AS PART OF AN INTRODUCTION TO THE NATURE OF ANCIENT GREECE, LIST MAJOR DIFFERENCES BETWEEN THE CHARACTER AND MIND OF ANCIENT GREECE AND THOSE OF THE ANCIENT HEBREW TRADITION UNDER THREE GENERAL HEADINGS: MAN'S RELATIONSHIPS WITH MAN, MAN'S RELATIONSHIPS WITH SOCIETY, MAN'S RELATIONSHIPS WITH THE DIVINE. LIST THE MAJOR DIFFERENCES BETWEEN THE ANCIENT GREEKS AND OUR OWN WORLD USING THE SAME HEADINGS,	00692021
	INDEPENDENT, COLLEGE	00692022
*SETTING		00692023
*MATERIALS	H.D.F, KITTO, THE GREEKS	00692024
*LEVEL	ALL GRADES	00692025
*GENERAL	ALL CANDIDATES	00692026
*HOURS	2	00692011
*EVALUATION	PARTICIPATION IN GROUP DISCUSSION, INSTRUCTOR DETERMINES THE STUDENT'S LEVEL OF SYNTHESIS OF USUAL AND VERBAL INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS DISCUSSION,	00692012
*FILE	GREEKS KITTO MAN VS. MAN	00692013

*OBJECTIVES	TO UNDERSTAND THE CHARACTER AND MIND OF THE ANCIENT GREEKS AS COMPARED TO THE HEBRAIC TRADITION AND CONTEMPORARY ATTITUDES,	00693013
*PREREQUISITE	PREVIOUS MODULE	00693014
*EXPERIENCE	VIEW SELECTED SLIDES OF GREEK ART AND ARCHITECTURE	00693015
*SETTING	INDEPENDENT, COLLEGE	00693016
*MATERIALS	AUDIO-VISUAL EQUIPMENT FOR INDIVIDUAL CAROUSELS STUDY CARRELS	00693012
		00693011
*LEVEL	ALL GRADES	00693009
*GENERAL	ALL CANDIDATES	00693008
*HOURS	1	00693007

*EVALUATION	PARTICIPATION IN GROUP DISCUSSION, INSTRUCTOR DETERMINES THE STUDENT'S LEVEL OF SYNTHESIS OF USUAL AND VERBAL INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS DISCUSSION,	00693017 00693018 00693019 00693020
*FILE	ART + ARCHITECTURE GREEKS	00693010

*OBJECTIVES	TO SYNTHESIZE VISUAL AND VERBAL INFORMATION ABOUT GREEK LIFE, TO EVALUATE CHARACTERISTICS OF ANCIENT GREECE IN RELATION TO THE HEBREW TRADITION AND THE CONTEMPORARY WORLD, TO EVALUATE WHAT ELEMENTS OF GREEK CHARACTER ARE STILL RELEVANT TO THE STUDENT, TO DEVELOP AWARENESS OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WESTERN TRADITION	00694018 00694019 00694020 00694021 00694022 00694023
*PREREQUISITE	PREVIOUS MODULE	00694024
*EXPERIENCE	VIEW SELECTED EXAMPLES OF GREEK ART AND ARCHITECTURE AS VISUAL EXAMPLES OF THE GREEK CONCEPTS OF; MAN'S RELATIONS WITH MAN; MAN'S RELATIONS WITH NATURE; MAN'S RELATIONS WITH THE DIVINE; DISCUSS RELATIONS MENTIONED ABOVE, COMPARE AND CONTRAST VISUAL EVIDENCE WITH EVIDENCE SUPPLIED IN READING AND LECTURE IN PREVIOUS MODULES BASED ON LISTS PREPARED IN MODULES 690 AND 692,	00694011 00694012 00694013 00694014 00694015 00694016 00694017
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00694010
*MATERIALS	PROJECTORS, SCREENS, SELECTED SLIDES,	00694005
*LEVEL	ALL GRADES	00694008
*GENERAL	ALL CANDIDATES	00694007
*HOURS	2	00694006
*EVALUATION	PARTICIPATION IN GROUP DISCUSSION, INSTRUCTOR DETERMINES THE STUDENT'S LEVEL OF SYNTHESIS OF USUAL AND VERBAL INFORMATION ON THE ANCIENT GREEK TRADITION FROM THIS DISCUSSION,	00694025 00694026 00694027 00694028
*FILE	ART + ARCH GREEKS MAN VS, MAN	00694009

*OBJECTIVES	TO MAKE STUDENT AWARE AND TOLERANT OF OTHER CULTURES, TO COMPARE AND CONTRAST THE STUDENT'S STANDARDS WITH GREEK'S ATTITUDES, TO ASSIST THE STUDENT IN CONSCIOUSLY RECOGNIZING AND EXPRESSING PREFERENCES FOR AND COMMITMENT TO A VALUE SYSTEM,	00695017 00695018 00695019 00695020 00695021
*PREREQUISITE	PREVIOUS MODULES	00695022
*EXPERIENCE	WRITE IN JOURNAL (IN ACCORDANCE WITH PROCEDURES ESTABLISHED IN MODULE 688); A REACTION TO THOSE ASPECTS OF THE ANCIENT GREEK CHARACTER AND MIND WHICH THE STUDENT PERCEIVED AS MOST SIGNIFICANT, AN EVALUATION OF THE IMPORTANCE OF THESE CHARACTERISTICS AND A DEFENSE OF THIS EVALUATION,	00695011 00695012 00695013 00695014 00695015 00695016
*SETTING	INDEPENDENT, COLLEGE	00695010
*MATERIALS	BLANK	00695005
*LEVEL	ALL GRADES	00695008
*GENERAL	ALL CANDIDATES	00695007
*HOURS	2	00695006
*EVALUATION	GROUP DISCUSSION DURING WHICH CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF SOPHOCLES FORM SMALLER GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION STUDENTS PRESENT THE ARGUMENT FOR A SELECTED INTERPRETATION OF SOPHOCLES,	00695023 00695024 00695025 00695026 00695027
*FILE	VALUE SYSTEM GREEKS	00695009

*OBJECTIVES	TO EXPERIENCE DIRECTLY ONE OF THE MAJOR ART FORMS IN THE WESTERN TRADITION, TO BE ABLE TO IDENTIFY MAJOR ELEMENTS, CHARACTERS, EVENTS IN THE PLOTS, TO COMPARE AND TO	00696017 00696018 00696019
-------------	---	----------------------------------

	CONTRAST SOPHOCLES POSITION WITH THAT OF JOB AND STUDENT'S	00696020
	POSITION SET FORTH PREVIOUS IN MODULE 679, TO INCREASE	00696021
	AWARENESS OF AND SENSITIVITY TO THE LIMITS OF THE HUMAN	00696022
	CONDITION AND OF HUMAN FREEDOM AND TO THE NATURE OF MAN,	00696023
*PREREQUISITE	PREVIOUS MODULES	00696024
*EXPERIENCE	READ, SOPHOCLES, THE THEBAN PLAYS, FOCUSING ON: THE NATURE	00696011
	OF THE RELATIONS BETWEEN MEN, BETWEEN MEN AND NATURE AND	00696012
	BETWEEN MEN AND THE DIVINE, SOPHOCLES DEFINITION OF THE	00696013
	NATURE OF FREEDOM AS IT IS ILLUSTRATED IN THE ABOVE	00696014
	RELATIONSHIPS AND AS IT IS LIMITED BY A, THE NATURE OF SIN	00696015
	B, THE NATURE OF GUILT C, THE NECESSITY OF RESPONSIBILITY	00696016
*SETTING	INDEPENDENT, COLLEGE	00696010
*MATERIALS	SOPHOCLES, THE THEBAN PLAYS	00696005
*LEVEL	ALL GRADES	00696008
*GENERAL	ALL CANDIDATES	00696007
*HOURS	3	00696006
*EVALUATION	GROUP DISCUSSION DURING WHICH CLASS WOULD: IDENTIFY THE	00696025
	RANGE OF INTERPRETATIONS OF SOPHOCLES FORM SMALLER GROUPS	00696026
	TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION	00696027
	STUDENTS PRESENT THE ARGUMENT FOR A SELECTED	00696028
	INTERPRETATION OF SOPHOCLES,	00696029
*FILE	GREEKS SOPHOCLES FREEDOM	00696009

*OBJECTIVES	TO IDENTIFY THROUGH DISCUSSION MAJOR INTERPRETATIONS OF	00697013
	SOPHOCLEAN ATTITUDES, TO EVALUATE THOSE INTERPRETATIONS,	00697014
	TO COMPARE AND CONTRAST SOPHOCLEAN ATTITUDES WITH THOSE OF	00697015
	JOB AND WITH THOSE OF THE CONTEMPORARY WORLD,	00697016
*PREREQUISITE	PREVIOUS MODULES	00697017
*EXPERIENCE	DISCUSS SOPHOCLES' ATTITUDE TOWARDS THE PROPER RELATIONS	00697011
	OF MAN TO MAN AS ILLUSTRATED IN HIS THEBAN PLAYS,	00697012
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00697010
*MATERIALS	BLANK	00697005
*LEVEL	ALL GRADES	00697008
*GENERAL	ALL CANDIDATES	00697007
*HOURS	1	00697006
*EVALUATION	GROUP DISCUSSION DURING WHICH CLASS WOULD: IDENTIFY THE	00697018
	RANGE OF INTERPRETATIONS OF SOPHOCLES FORM SMALLER GROUPS	00697019
	TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION	00697020
	STUDENTS PRESENT THE ARGUMENT FOR A SELECTED	00697021
	INTERPRETATION OF SOPHOCLES,	00697022
*FILE	GREEKS SOPHOCLES MAN VS. MAN	00697009

*OBJECTIVES	TO MAKE THE STUDENT AWARE AND TOLERANT OF OTHER CULTURES,	00698018
	TO COMPARE AND CONTRAST THE STUDENT'S STANDARDS WITH GREEK	00698019
	ATTITUDES, TO ASSIST THE STUDENT IN CONSCIOUSLY	00698020
	RECOGNIZING AND EXPRESSING PREFERENCES FOR AND	00698021
	COMMITMENT TO A VALUE SYSTEM,	00698022
*PREREQUISITE	PREVIOUS MODULE	00698023
*EXPERIENCE	WRITE A REACTION IN THE JOURNAL (AS SPECIFIED IN THE	00698011
	MODULE 688 TO THE CLASS DISCUSSION IN MODULE 697 ON THE	00698012
	INTERPRETATIONS OF SOPHOCLES THEBAN PLAYS, DESIGNATE	00698013
	SPECIFICALLY WHAT HE (STUDENT) BELIEVES TO BE THE	00698014
	SOPHOCLEAN ATTITUDE ON THE PROPER RELATIONSHIP OF MAN TO	00698015
	MAN, EVALUATE THIS ATTITUDE IN CONTRAST TO THE STUDENT'S	00698016
	OWN VIEWPOINT ON THIS ISSUE,	00698017
*SETTING	INDEPENDENT, COLLEGE	00698010
*MATERIALS	BLANK	00698005
*LEVEL	ALL GRADES	00698008
*GENERAL	ALL CANDIDATES	00698007

*HOURS	2	00698006
*EVALUATION	GROUP DISCUSSION DURING WHICH THE CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION; PRESENT ORALLY THE ARGUMENT FOR THAT INTERPRETATION,	00698024 00698025 00698026 00698027 00698028 00698009
*FILE	GREEKS SOPHOCLES MAN VS, MAN	

*OBJECTIVES	TO IDENTIFY THROUGH DISCUSSION THE MAJOR INTERPRETATIONS OF SOPHOCLEAN ATTITUDES, TO EVALUATE THESE INTERPRETATIONS TO COMPARE AND CONTRAST SOPHOCLEAN ATTITUDES WITH THOSE OF JOB AND WITH THOSE OF THE CONTEMPORARY WORLD,	00699013 00699014 00699015 00699016
*PREREQUISITE	SEE PREVIOUS MODULES	00699017
*EXPERIENCE	DISCUSS SOPHOCLES' ATTITUDE ABOUT THE PROPER RELATIONS BETWEEN MAN AND NATURE,	00699011 00699012
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00699010
*MATERIALS	SOPHOCLES THEBAN PLAYS	00699005
*LEVEL	ALL GRADES	00699008
*GENERAL	ALL CANDIDATES	00699007
*HOURS	1	00699006
*EVALUATION	GROUP DISCUSSION DURING WHICH THE CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION; PRESENT ORALLY THE ARGUMENT FOR THAT INTERPRETATION,	00699018 00699019 00699020 00699021 00699022
*FILE	GREEKS SOPHOCLES MAN VS NATURE	00699009

*OBJECTIVES	TO MAKE STUDENTS AWARE AND TOLERANT OF OTHER CULTURES, COMPARE AND CONTRAST THE STUDENTS' STANDARDS WITH GREEK ATTITUDES, TO ASSIST THE STUDENT IN CONSCIOUSLY RECOGNIZING AND EXPRESSING A PREFERENCE FOR AND COMMITMENT TO A VALUE SYSTEM	TO00700019 00700020 00700021 00700022 00700023
*PREREQUISITE	PREVIOUS MODULE	00700024
*EXPERIENCE	WRITE A REACTION IN THE JOURNAL (AS SPECIFIED IN 688) TO THE PREVIOUS (699) DISCUSSION OF SOPHOCLES ATTITUDES ABOUT THE PROPER RELATIONS BETWEEN MAN AND NATURE, (STUDENT) IDENTIFY IN THE JOURNAL THE INTERPRETATION OF THE SOPHOCLEAN ATTITUDE, IDENTIFY AND EVALUATE (STUDENT'S) OWN POSITION ABOUT THE PROPER RELATIONS BETWEEN MAN AND NATURE IN THE JOURNAL AS COMPARED TO SOPHOCLES,	00700011 00700012 00700013 00700014 00700015 00700016 00700017 00700018
*SETTING	INDEPENDENT, COLLEGE	00700010
*MATERIALS	BLANK	00700005
*LEVEL	ALL GRADES	00700008
*GENERAL	ALL CANDIDATES	00700007
*HOURS	2	00700006
*EVALUATION	GROUP DISCUSSION DURING WHICH THE CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF SOPHOCLES; FORM SMALL GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION; PRESENT ORALLY THE GROUP ARGUMENT FOR THAT INTERPRETATION,	00700025 00700026 00700027 00700028 00700029
*FILE	GREEKS SOPHOCLES MAN VS NATURE	00700009

*OBJECTIVES	TO IDENTIFY THROUGH DISCUSSION THE MAJOR INTERPRETATIONS OF SOPHOCLEAN ATTITUDES, TO EVALUATE THOSE INTERPRETATIONS, TO COMPARE AND CONTRAST SOPHOCLEAN ATTITUDES WITH THOSE OF JOB AND THOSE OF THE CONTEMPORARY WORLD,	00701013 00701014 00701015 00701016 00701017
-------------	--	--

*PREREQUISITE	PREVIOUS MODULES	00701018
*EXPERIENCE	DISCUSS SOPHOCLES' ATTITUDE ABOUT THE PROPER RELATIONS BETWEEN MAN AND THE DIVINE (FATE),	00701011 00701012
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00701010
*MATERIALS	BLANK	00701005
*LEVEL	ALL GRADES	00701008
*GENERAL	ALL CANDIDATES	00701007
*HOURS	1	00701006
*EVALUATION	GROUP DISCUSSION DURING WHICH THE CLASS WOULD IDENTIFY THE RANGE OF INTERPRETATIONS OF SOPHOCLES' FORM SMALL GROUPS TO PREPARE AN ARGUMENT FOR A SELECTED INTERPRETATION; PRESENT ORALLY THE GROUP ARGUMENT FOR THAT INTERPRETATION,	00701019 00701020 00701021 00701022
*FILE	GREEKS SOPHOCLES MAN VS DIVINE	00701023 00701009

*OBJECTIVES	TO MAKE STUDENTS AWARE AND TOLERANT OF OTHER CULTURES, COMPARE + CONTRAST THE STUDENTS'S STANDARDS WITH GREEK ATTITUDES, TO ASSIST THE STUDENT IN CONSCIOUSLY RECOGNIZING AND EXPRESSING A PREFERENCE FOR AND COMMITMENT TO A VALUE SYSTEM,	T000702017 00702018 00702020 00702021 00702022
*PREREQUISITE	PREVIOUS MODULE	00702023
*EXPERIENCE	COMPOSE A REACTION IN THE JOURNAL TO THE DISCUSSION AS RAISED IN CLASS IN MODULE 701, IDENTIFY THE SOPHOCLEAN ATTITUDE ABOUT THE PROPER RELATIONS BETWEEN MAN AND THE DIVINE IN THE REACTION JOURNAL, IDENTIFY AND EVALUATE PERSONAL POSITION AS COMPARED TO SOPHOCLES ON THIS ISSUE (IN THE REACTION JOURNAL),	00702011 00702012 00702013 00702014 00702015 00702016
*SETTING	INDEPENDENT, COLLEGE	00702010
*MATERIALS	BLANK	00702005
*LEVEL	ALL GRADES	00702008
*GENERAL	ALL CANDIDATES	00702007
*HOURS	2	00702006
*EVALUATION	GROUP DISCUSSION FOCUSING ON THE IDENTIFICATION AND EVALUATION OF THE DOMINANT THEMES IN THE MATERIALS,	00702024 00702025
*FILE	GREEKS SOPHOCLES MAN VS, DIVINE	00702009

*OBJECTIVES	TO BE AWARE OF RECENT TREATMENT OF SOPHOCLEAN THEMES, TO COMPARE AND CONTRAST SOPHOCLEAN AND MODERN TREATMENT OF THEMES, TO MAKE STUDENT AWARE OF AND SENSITIVE TO CONTEMPORARY FORMS OF ARTISTIC EXPRESSION,	00703014 00703015 00703016 00703017
*PREREQUISITE	PREVIOUS MODULE	00703018
*EXPERIENCE	VIEW FILM TOMMOROW IS MY TURN, WHICH DEALS WITH THEMES COMPARABLE TO THOSE OF THE THEBAN PLAYS, I.E, SIN, GUILT AND RESPONSIBILITY,	00703011 00703012 00703013
*SETTING	INDEPENDENT, COLLEGE	00703010
*MATERIALS	FILM, TOMORROW IS MY TURN, STUDY CARREL AND FILM EQUIPMENT	00703005
*LEVEL	ALL GRADES	00703008
*GENERAL	ALL CANDIDATES	00703007
*HOURS	1.5	00703006
*EVALUATION	GROUP DISCUSSION FOCUSING ON THE IDENTIFICATION AND EVALUATION OF THE DOMINANT THEMES IN THE MATERIALS,	00703019 00703020
*FILE	SOPHOCLES SIN RESPONSIBILITY	00703009

*OBJECTIVES	TO MAKE STUDENTS AWARE OF THE SIMILARITIES AND DIS-SIMILARITIES IN THE WESTERN TRADITION, TO IDENTIFY AND EVALUATE THE SIMILARITIES AND DISSIMILARITIES OF THE WESTERN TRADITION AS EXEMPLIFIED BY THE THEBAN PLAYS AND TOMORROW IS MY TURN,	00704017 00704018 00704019 00704020 00704021
-------------	--	--

*PREREQUISITE	PREVIOUS MODULES	00704022
*EXPERIENCE	DISCUSS THE RELATIONSHIPS BETWEEN TOMORROW IS MY TURN AND THE THEBAN PLAYS IN REGARD TO THEIR TREATMENT OF MAN'S RELATIONSHIPS WITH MAN MAN'S RELATIONSHIPS WITH NATURE MAN'S RELATIONSHIPS WITH THE DIVINE (FATE) COMPARE THE TREATMENTS OF THE THEMES OF SIN, GUILT, SUFFERING AND RESPONSIBILITY,	00704011 00704012 00704013 00704014 00704015 00704016
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00704010
*MATERIALS	BLANK	00704005
*LEVEL	ALL GRADES	00704008
*GENERAL	ALL CANDIDATES	00704007
*HOURS	1	00704006
*EVALUATION	GROUP DISCUSSION FOCUSING ON THE IDENTIFICATION AND EVALUATION OF THE DOMINANT THEMES IN THE MATERIALS,	00704023 00704024
*FILE	SOPHOCLES SIN RESPONSIBILITY	00704009

*OBJECTIVES	TO MAKE STUDENTS AWARE AND TOLERANT OF OTHER CULTURES, COMPARE AND CONTRAST THE STUDENT'S STANDARDS WITH GREEK ATTITUDES, TO ASSIST THE STUDENT IN CONSCIOUSLY RECOGNIZING AND EXPRESSING PREFERENCES FOR AND COMMITMENT TO A VALUE SYSTEM,	00705018 00705019 00705020 00705021 00705022
*PREREQUISITE	PREVIOUS MODULES	00705023
*EXPERIENCE	WRITE IN REACTION JOURNAL; IDENTIFICATION AND EVALUATION OF ANY CHANGES TO BE MADE IN THE ENTRIES FOR MODULES 695, 698, 700 AND 702 AS A RESULT OF VIEWING AND DISCUSSING TOMORROW IS MY TURN, (MODULES 703 + 704), A SYNTHESIS OF THE VALUES STATED IN MODULES 698, 700 AND 702, CLARIFYING CO-ORDINATING AND RECONCILING DISCREPANCIES IN THE POINTS OF VIEW,	00705011 00705012 00705013 00705014 00705015 00705016 00705017 00705010
*SETTING	INDEPENDENT, COLLEGE	00705010
*MATERIALS	BLANK	00705005
*LEVEL	ALL GRADES	00705008
*GENERAL	ALL CANDIDATES	00705007
*HOURS	4	00705006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF JOURNAL ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED-CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00705024 00705025 00705026
*FILE	SOPHOCLES GREEKS VALUE SYSTEMS	00705009

*OBJECTIVES	TO SUPPLY STUDENT WITH AN EXTERNAL CRITERIA FOR EVALUATION OF JOURNAL ENTRIES, TO IDENTIFY WEAK, INSUFFICIENT OR INCONCLUSIVE REASONING; TO ASSIST STUDENT IN EVALUATING HIS PROGRESS IN DEVELOPING AND STATING HIS CHARACTERIZATION OF HIS OWN VALUE SYSTEM,	00706015 00706016 00706017 00706018 00706019
*PREREQUISITE	PREVIOUS MODULE	00706020
*EXPERIENCE	CONFER INDIVIDUALLY WITH INSTRUCTOR CONCERNING THE ENTRIES IN THE REACTION JOURNAL AS COMPLETED FROM ASSIGNMENTS IN PREVIOUS MODULES 695, 698, 700, 702 + 705 ACCORDING TO GUIDELINES ESTABLISHED,	00706011 00706012 00706013 00706014 00706010
*SETTING	OTHER (SPECIFY) CONFERENCE, COLLEGE	00706010
*MATERIALS	BLANK	00706005
*LEVEL	ALL GRADES	00706008
*GENERAL	ALL CANDIDATES	00706007
*HOURS	5	00706006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF JOURNAL ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED-CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00706021 00706022 00706023
*FILE	VALUE SYSTEMS GREEKS EVALUATION	00706009

*OBJECTIVES	TO INFORM STUDENT OF ASSIGNMENTS AND WHEN DUE, OF	00707018
	ARRANGEMENT OF CLASS MEETINGS FOR NEXT SEGMENT OF COURSE	00707019
*PREREQUISITE	PREVIOUS MODULES	00707020
*EXPERIENCE	LISTEN TO LECTURE WHICH WILL OUTLINE CLASSROOM PROCEDURE	00707011
	FOR THE NEXT SEGMENT OF THE COURSE, REVIEW BRIEFLY	00707012
	OBJECTIVES FOR THIS SEGMENT OF THE COURSE, MODULES 707 TO	00707013
	726, HAND OUT ASSIGNMENTS SHEETS FOR READING ASSIGNMENTS,	00707014
	JOURNAL ENTRIES, TIMES AND PLACES TO ARRANGE FOR	00707015
	CONFERENCES WITH INSTRUCTOR FOR REVIEW OF JOURNAL ENTRIES	00707016
	SUBJECT OF OUTSIDE, INDEPENDENT WORK ASSIGNMENT	00707017
*SETTING	LARGE GROUP, BLANK	00707010
*MATERIALS	BLANK	00707005
*LEVEL	ALL GRADES	00707008
*GENERAL	ALL CANDIDATES	00707007
*HOURS	15 MIN	00707006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF WORK PROJECT	00707021
	REPORT AS THEY EXHIBIT CLARITY, COGENCY AND VIGOR OF	00707022
	PRESENTATION,	00707023
*FILE	MEDIEVAL EUROPE DANTE	00707009

*OBJECTIVES	TO PREPARE INDEPENDENTLY A REACTION REPORT ON SIGNIFICANT	00708022
	ARTISTIC EXAMPLES OF THE WESTERN TRADITION NOT COVERED IN	00708023
	THE COURSE, TO EXPOSE STUDENT AND INCREASE HIS AWARENESS	00708024
	OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WEST,	00708025
	EXPECIALLY THOSE WHICH MAY BE MOST ATTRACTIVE TO THAT	00708026
	INDIVIDUAL,	00708027
*PREREQUISITE	PREVIOUS MODULES	00708028
*EXPERIENCE	CONFER WITH INSTRUCTOR ACCORDING TO PLANS SET FORTH IN	00708011
	MODULE 707 ABOUT THE INDEPENDENT WORK PROJECT WHICH IS TO	00708012
	EITHER RE FROM THE FOLLOWING SUGGESTIONS OR SOME	00708013
	COMPARABLE PROJECT WITH THE APPROVAL OF BOTH STUDENT AND	00708014
	INSTRUCTOR, SUGGESTED PROJECTS WOULD INCLUDE: READING ONE	00708015
	OF THE FOLLOWING: LUCRETIOUS, ON THE NATURE OF THINGS	00708016
	TRISTAN AND ISOLT SHAKESPEARE, OTHELLO VOLTAIRE, CANDIDE	00708017
	KAFKA, THE TRAIL VIEWING ALL OF THE FOLLOWING:	00708018
	INTOLERANCE POTEMKIN JULES ET JIM ATTENDING A SELECTED	00708019
	LIST OF CONCERTS VISITING BOTH THE DETROIT AND TOLEDO	00708020
	ART MUSEUMS	00708021
*SETTING	OTHER (SPECIFY) CONFERENCE, COLLEGE	00708010
*MATERIALS	BLANK	00708005
*LEVEL	ALL GRADES	00708008
*GENERAL	ALL CANDIDATES	00708007
*HOURS	15	00708006
*EVALUATION	CONFERENCE WITH INSTRUCTOR AND EVALUATION OF WRITTEN	00708029
	REPORT BASED UPON VIGOR, COGENCY AND CLARITY OF	00708030
	PRESENTATION IN MODULE 740,	00708031
*FILE	MEDIEVAL EUROPE LITERATURE WORK PROJECT ART INTRODUCTION	00708009

*OBJECTIVES	TO ASSIST THE STUDENT IN HIS OWN VALUE SYSTEM, BEING AWARE	00709022
	OF AND SENSITIVE TO CHANGES IN THAT SYSTEM DUE TO	00709023
	EXPERIENCE, AND BEING SENSITIVE TO AND TOLERANT OF CHANGES	00709024
	AND DIFFERENCES IN VALUE SYSTEMS, TO PREPARE	00709025
	INDEPENDENTLY A REACTION REPORT ON SIGNIFICANT ARTISTIC	00709026
	EXAMPLES OF THE WESTERN TRADITION, TO EXPOSE THE STUDENT	00709027
	AND INCREASE HIS AWARENESS OF AND SENSITIVITY TO ARTISTIC	00709028
	FORMS OF THE WEST, ESPECIALLY THOSE WHICH MAY BE MOST	00709029
	ATTRACTIVE TO THAT INDIVIDUAL,	00709030
*PREREQUISITE	PREVIOUS MODULES	00709031
*EXPERIENCE	WRITE A REPORT CONCERNING THE MATERIALS SELECTED IN THE	00709011

	PREVIOUS MODULE: THIS REPORT SHOULD CONTAIN: A BRIEF STATEMENT OF SOURCES USED IN PREPARING THE REPORT, AN ANALYSIS OF THE WAYS IN WHICH THE SELECTED EXPERIENCE REFLECTS: A) MAN'S RELATIONS WITH MAN; B) MAN'S RELATIONS WITH NATURE; C) MAN'S RELATIONS WITH THE DIVINE, A BRIEF STATEMENT OF THE STUDENT'S POSITIONS REGARDING THE ABOVE THEMES, BASED LARGELY ON JOURNAL ENTRIES IN PREVIOUS MODULES AN EVALUATION BY THE STUDENT OF CHANGES IN ATTITUDES AND VALUES HE MAY HAVE EXPERIENCED AS A RESULT OF THIS ASSIGNMENT,	00709012
*SETTING	INDEPENDENT, BLANK	00709013
*MATERIALS	BLANK	00709014
*LEVEL	ALL GRADES	00709015
*GENERAL	ALL CANDIDATES	00709016
*HOURS	10	00709017
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF WORK PROJECT REPORT AS THEY EXHIBIT CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00709018
		00709019
		00709020
		00709021
		00709010
		00709009
		00709008
		00709007
		00709006
		00709032
		00709033
		00709034
*FILE	MEDIEVAL EUROPE LITERATURE VALUE SYSTEM	00709009

*OBJECTIVES	TO PROVIDE STUDENT WITH BACKGROUND MATERIAL FOR MORE DETAILED READING ON MEDIEVAL EUROPE, TO ASSIST THE STUDENT IN IDENTIFYING THE MAJOR CHARACTERISTICS OF MEDIEVAL EUROPE FOR COMPARISON AND CONTRAST WITH THE HEBRAIC TRADITION, THE GREEK TRADITION AND CONTEMPORARY MODES,	00710015
		00710016
		00710017
		00710018
		00710019
		00710020
*PREREQUISITE	PREVIOUS MODULES	00710021
*EXPERIENCE	LISTEN TO LECTURE WHICH WILL EMPHASIZE THE FOLLOWING POINTS: THE POLITICAL, ECONOMIC AND SOCIAL BACKGROUND OF MEDIEVAL EUROPE, THE INTELLECTUAL CHARACTER OF MEDIEVAL EUROPE,	00710011
		00710012
		00710013
		00710014
*SETTING	LARGE GROUP, COLLEGE	00710010
*MATERIALS	BLANK	00710005
*LEVEL	ALL GRADES	00710008
*GENERAL	ALL CANDIDATES	00710007
*HOURS	45 MIN	00710006
*EVALUATION	PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE STUDENT'S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL INFORMATION,	00710022
		00710023
		00710024
*FILE	MEDIEVAL EUROPE DANTE	00710009

*OBJECTIVES	TO ENABLE STUDENT TO IDENTIFY IMPORTANT CHARACTERISTICS OF THE MEDIEVAL WORLD AS BACKGROUND MATERIAL FOR READING DANTE,	00711016
		00711017
		00711018
*PREREQUISITE	PREVIOUS MODULES	00711019
*EXPERIENCE	READ FRIEDRICH HEER, THE MEDIEVAL WORLD, CHPTS, I, II, III, IX, XIV, XVI, LIST MAJOR CHARACTERISTICS OF THE MEDIEVAL WORLD UNDER THREE GENERAL HEADINGS: 1) MAN'S RELATIONS WITH MAN; 2) MAN'S RELATIONS WITH NATURE; 3) MAN'S RELATIONS WITH THE DIVINE,	00711011
		00711012
		00711013
		00711014
		00711015
*SETTING	INDEPENDENT, COLLEGE	00711010
*MATERIALS	FRIEDRICH HEER, THE MEDIEVAL WORLD, MENTOR BOOKS,	00711005
*LEVEL	ALL GRADES	00711008
*GENERAL	ALL CANDIDATES	00711007
*HOURS	3	00711006
*EVALUATION	PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE STUDENT'S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL INFORMATION,	00711020
		00711021
		00711022
*FILE	MEDIEVAL EUROPE DANTE MAN VS, MAN	00711009

*OBJECTIVES	TO PROVIDE STUDENT WITH AN OPPORTUNITY TO SET HIS OWN ASSIGNMENT DEPENDING UPON SELF-EVALUATION OF NEED FOR FURTHER BACKGROUND MATERIAL,	00712015 00712016 00712017
*PREREQUISITE	PREVIOUS MODULES	00712018
*EXPERIENCE	STUDENT READS SELF-SELECTED PORTIONS OF THOMAS CHUBB, THE WORLD OF DANTE, IN ACCORDANCE WITH HIS SELF-DETERMINED NEED FOR ADDITIONAL BACKGROUND MATERIAL ON MEDIEVAL EUROPE AS A PREPARATION FOR READING DANTE,	00712011 00712012 00712013 00712014
*SETTING	INDEPENDENT, COLLEGE	00712010
*MATERIALS	THOMAS CHUBB, THE WORLD OF DANTE	00712005
*LEVEL	ALL GRADES	00712008
*GENERAL	ALL CANDIDATES	00712007
*HOURS	2	00712006
*EVALUATION	PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE STUDENT'S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL INFORMATION,	00712019 00712020 00712021
*FILE	MEDIEVAL EUROPE DANTE LITERATURE	00712009

*OBJECTIVES	TO SYNTHESIZE VISUAL AND VERBAL INFORMATION ABOUT THE MEDIEVAL WORLD, TO EVALUATE THAT WORLD AS AGAINST THE CONTEMPORARY, THE GREEK AND THE HEBREW, TO EVALUATE WHAT IN THE MEDIEVAL ATTITUDES IS STILL RELEVANT, TO STIMULATE AN AWARENESS OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WESTERN TRADITION,	00713021 00713022 00713023 00713024 00713025 00713026 00713027
*PREREQUISITE	PREVIOUS MODULES	00713027
*EXPERIENCE	VIEW AND DISCUSS SELECTED EXAMPLES OF MEDIEVAL ART AND ARCHITECTURE AS VISUAL EXAMPLES OF THE MEDIEVAL CHARACTERISTICS, SELECTING THOSE WHICH WOULD ILLUSTRATE MOST VIVIDLY: 1) MAN'S RELATIONS WITH MAN; 2) MAN'S RELATIONS WITH NATURE; 3) MAN'S RELATIONS WITH THE DIVINE, COMPARE AND CONTRAST THE VISUAL EVIDENCE SUPPLIED IN THE TWO PREVIOUS MODULES WITH THE LIST PREPARED BY THE STUDENT IN MODULE, 711,	00713012 00713013 00713014 00713016 00713017 00713018 00713019 00713020
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00713011
*MATERIALS	SLIDES, (EMPHASIS ON ARCHITECTURE, CHARTRES + AMIENS CATHEDRALS) SCREEN AND SLIDE PROJECTOR,	00713005 00713006
*LEVEL	ALL GRADES	00713009
*GENERAL	ALL CANDIDATES	00713008
*HOURS	2	00713007
*EVALUATION	PARTICIPATION IN GROUPS DISCUSSION WOULD DETERMINE STUDENT'S LEVEL OF SYNTHESIS OF VISUAL AND VERBAL INFORMATION,	00713028 00713029 00713030
*FILE	MEDIEVAL EUROPE ART DANTE	00713010

*OBJECTIVES	TO ASSIST THE STUDENT IN IDENTIFYING THE MAJOR CHARACTERISTICS OF MEDIEVAL EUROPE FOR COMPARISON AND CONTRAST WITH THE HEBRAIC TRADITION, THE GREEK TRADITION AND CONTEMPORARY MODES, TO SYNTHESIZE VISUAL AND VERBAL INFORMATION ABOUT THE MEDIEVAL WORLD, TO EVALUATE MEDIEVAL ATTITUDES THAT MAY HAVE CONTEMPORARY RELEVANCE, TO STIMULATE AN AWARENESS OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WESTERN TRADITION,	00714013 00714014 00714015 00714016 00714017 00714018 00714019 00714020 00714021
*PREREQUISITE	PREVIOUS MODULES	00714021
*EXPERIENCE	READ WILLIAM FLEMING, ARTS + IDEAS, 3RD EDITION, CHPTS, 5, 6, + 7,	00714011 00714012
*SETTING	INDEPENDENT, COLLEGE	00714010
*MATERIALS	WILLIAM FLEMING, ARTS + IDEAS, 3RD EDITION,	00714005

*LEVEL	ALL GRADES	00714008
*GENERAL	ALL CANDIDATES	00714007
*HOURS	2	00714006
*EVALUATION	JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,	00714022
		00714023
*FILE	MEDIEVAL EUROPE ART READING ANALYSIS	00714009

*OBJECTIVES	TO IDENTIFY MAJOR CHARACTERISTICS OF MEDIEVAL MUSIC, TO SYNTHESIZE VISUAL, AURAL AND VERBAL INFORMATION ABOUT THE PERIOD, TO COMPARE AND CONTRAST MEDIEVAL CHARACTERISTICS WITH CONTEMPORARY MODES, AND THE GREEK AND THE HEBREW ATTITUDES. TO INCREASE AWARENESS OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WESTERN WORLD,	00715018 00715019 00715020 00715021 00715022 00715023
*PREREQUISITE	PREVIOUS MODULES	00715024
*EXPERIENCE	IN DISCUSSION GROUP: LISTEN TO MEDIEVAL CHURCH MUSIC AS EXEMPLIFIED BY THE GREGORIAN PLAIN SONG AND THE GOTHIC POLYPHONY. IDENTIFY THE CHARACTERISTICS OF MEDIEVAL MUSIC, COMPARE AND CONTRAST THESE CHARACTERISTICS WITH THE WRITTEN AND VISUAL INFORMATION ON MEDIEVAL EUROPE FROM MODULES 036-040,	00715012 00715013 00715014 00715015 00715016 00715017
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00715011
*MATERIALS	RECORDS AND TAPES OF THE GREGORIAN PLAIN SONG AND THE GOTHIC POLYPHONY, RECORD PLAYER AND TAPE RECORDER,	00715005 00715006
*LEVEL	ALL GRADES	00715009
*GENERAL	ALL CANDIDATES	00715008
*HOURS	2	00715007
*EVALUATION	JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,	00715025 00715026
*FILE	MEDIEVAL EUROPE MUSIC VALUE SYSTEMS	00715010

*OBJECTIVES	TO SYNTHESIZE THE AURAL, VISUAL AND WRITTEN INFORMATION ABOUT MEDIEVAL ARTISTIC FORMS, TO EVALUATE WHAT MEDIEVAL ATTITUDES HAVE CONTEMPORARY RELEVANCE, TO STIMULATE AN AWARENESS OF AND SENSITIVITY TO ARTISTIC FORMS OF THE WESTERN TRADITION. TO COMPARE AND CONTRAST MEDIEVAL CHARACTERISTICS WITH HEBREW AND GREEK ATTITUDES AND CONTEMPORARY MODES,	00716016 00716017 00716018 00716019 00716020 00716021 00716022
*PREREQUISITE	PREVIOUS MODULES	00716023
*EXPERIENCE	STUDENTS INDEPENDENTLY VIEW ADDITIONAL SLIDES OF MEDIEVAL ART AND LISTEN TO MEDIEVAL MUSICAL COMPOSITIONS TO AUGMENT MATERIALS AND DISCUSSIONS IN MODULES 713 AND 715	00716013 00716014 00716015
*SETTING	INDEPENDENT, COLLEGE	00716012
*MATERIALS	SLIDES OF MEDIEVAL ART + ARCHITECTURE, RECORDINGS OF MEDIEVAL MUSIC, SLIDES PROJECTOR, SCREEN AND TAPE RECORDER IN INDIVIDUAL STUDY CARRELS,	00716005 00716006 00716007
*LEVEL	ALL GRADES	00716010
*GENERAL	ALL CANDIDATES	00716009
*HOURS	2	00716008
*EVALUATION	JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,	00716024 00716025
*FILE	MEDIEVAL EUROPE MUSIC ART	00716011

*OBJECTIVES	TO INCREASE STUDENT AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES, TO ENCOURAGE STUDENT ANALYSIS OF REASONS FOR STATING PREFERENCES, TO RECOGNIZE AND EXPRESS PREFERENCES FOR AND COMMITMENT TO PERSONAL VALUES, TO IDENTIFY CONTINUITIES OF VALUES IN THE WESTERN TRADITION,	00717019 00717020 00717021 00717022 00717023
*PREREQUISITE	PREVIOUS MODULES	00717024

*EXPERIENCE	RECORD IN REACTION JOURNAL THE FOLLOWING (ACCORDING TO PROCEEDURES EST, IN 707): THOSE VISUAL, AURAL + INTELLECTUAL CHARACTERISTICS OF MEDIEVAL LIFE WHICH THE STUDENT FINDS TO BE RELEVANT UNDER THREE HEADINGS: MAN'S RELATIONSHIPS WITH MAN; MAN'S RELATIONSHIPS WITH NATURE; MAN'S RELATIONSHIPS WITH THE DIVINE, AN ANALYSIS OF THE REASONING PROCESS WHEREBY THE RELEVANT CHARACTERISTICS OF MEDIEVAL LIFE WERE SELECTED,	00717011 00717012 00717013 00717014 00717015 00717016 00717017 00717018
*SETTING	INDEPENDENT, COLLEGE	00717019
*MATERIALS	BLANK	00717020
*LEVEL	ALL GRADES	00717005
*GENERAL	ALL CANDIDATES	00717008
*HOURS	2	00717007
*EVALUATION	JOURNAL ENTRIES WILL BE JUDGED BY INSTRUCTOR ON THE BASIS OF COGENCY, VIGOR AND CLARITY OF PRESENTATION,	00717006 00717025 00717026
*FILE	ART MEDIEVAL EUROPE MAN VS, MAN	00717009

*OBJECTIVES	TO HAVE DIRECT EXPERIENCE WITH A MAJOR LITERARY CLASSIC OF THE WESTERN TRADITION, TO IDENTIFY MAJOR ELEMENTS, CHARACTERS, EVENTS AND SYMBOLS IN THE WORK, TO COMPARE AND CONTRAST DANTE WITH SOPHOCLES AND JOB, TO INCREASE AWARENESS OF AND SENSITIVITY TO CULTURAL DIFFERENCES,	00718015 00718016 00718017 00718018 00718019
*PREREQUISITE	PREVIOUS MODULES	00718020
*EXPERIENCE	READ DANTE, THE INFERNO, GIARDI TRANSLATION, (MENTOR), LIST DANTE'S ATTITUDES TOWARD THE THREE THEMES OF THE COURSE; MAN'S RELATIONS WITH MAN; MAN'S RELATIONS WITH NATURE; MAN'S RELATIONS WITH THE DIVINE,	00718011 00718012 00718013 00718014
*SETTING	INDEPENDENT, COLLEGE	00718010
*MATERIALS	DANTE, THE INFERNO, MENTOR EDITION,	00718005
*LEVEL	ALL GRADES	00718008
*GENERAL	ALL CANDIDATES	00718007
*HOURS	4	00718006
*EVALUATION	IN SMALL GROUP DISCUSSION, THE INSTRUCTOR WILL EVALUATE STUDENTS ABILITY TO IDENTIFY DANTE'S ATTITUDES, TO COMPARE + TO CONTRAST WITH PREVIOUS READINGS + WITH THE ATTITUDES OF CONTEMPORARY WORLD,	00718021 00718022 00718023 00718024
*FILE	MEDIEVAL EUROPE DANTE INFERNO	00718009

*OBJECTIVES	TO PROVIDE STUDENTS WITH AN ADDITIONAL SOURCE OF INFORMATION TO ASSIST IN INTERPRETTING DANTEAN SYMBOLISM,	00719013 00719014
*PREREQUISITE	PREVIOUS MODULES	00719015
*EXPERIENCE	RECOMMENDED READING: SAYER'S NOTES AND TRANSLATION, DANTE'S THE INFERNO (PENGUIN)	00719011 00719012
*SETTING	INDEPENDENT, COLLEGE	00719010
*MATERIALS	DANTE, INFERNO, SAYERS TRANS + NOTES, PENGUIN,	00719005
*LEVEL	ALL GRADES	00719008
*GENERAL	ALL CANDIDATES	00719007
*HOURS	4	00719006
*EVALUATION	IN SMALL GROUP DISCUSSION, THE INSTRUCTOR WILL EVALUATE STUDENTS ABILITY TO IDENTIFY DANTE'S ATTITUDES, TO COMPARE + TO CONTRAST WITH PREVIOUS READINGS + WITH THE ATTITUDES OF CONTEMPORARY WORLD,	00719016 00719017 00719018 00719019
*FILE	MEDIEVAL EUROPE SYMBOLISM DANTE	00719009

*OBJECTIVES	TO IDENTIFY DANTE'S ATTITUDES ABOUT MAN'S PROPER RELATIONS WITH MAN, TO COMPARE AND CONTRAST THOSE ATTITUDES WITH SOPHOCLES AND JOB'S ATTITUDES AND WITH CONTEMPORARY ATTITUDES ON THE SAME THEME,	00720015 00720016 00720017 00720018
-------------	--	--

*PREREQUISITE	PREVIOUS MODULES	00720019
*EXPERIENCE	DISCUSS DANTE, THE INFERNO WITH SPECIFIC REFERENCE TO DANTE'S ATTITUDE TOWARDS MAN PROPER RELATIONS WITH MAN, THIS DISCUSSION WOULD BE BASED UPON THE LISTS COMPILED IN MODULE 044,	00720011 00720012 00720013 00720014
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00720010
*MATERIALS	BLANK	00720005
*LEVEL	ALL GRADES	00720008
*GENERAL	ALL CANDIDATES	00720007
*HOURS	1	00720006
*EVALUATION	IN SMALL GROUP DISCUSSION, THE INSTRUCTOR WILL EVALUATE STUDENTS ABILITY TO IDENTIFY DANTE'S ATTITUDES, TO COMPARE + TO CONTRAST WITH PREVIOUS READINGS + WITH THE ATTITUDES OF CONTEMPORARY WORLD,	00720020 00720021 00720022 00720023
*FILE	MEDIEVAL EUROPE DANTE MAN VERSUS MAN	00720009

*OBJECTIVES	TO IDENTIFY CONTINUITIES OF ATTITUDES IN THE WESTERN TRADITION, TO IDENTIFY AND EXPRESS PREFERENCE FOR AND COMMITMENT TO PERSONAL VALUES, TO IDENTIFY REASONS FOR THOSE VALUES,	00721017 00721018 00721019 00721020
*PREREQUISITE	PREVIOUS MODULES	00721021
*EXPERIENCE	REACT IN JOURNAL TO CLASS DISCUSSION IN PREVIOUS MODULE, SPECIFICALLY; IDENTIFY THOSE ELEMENTS OF DANTE'S ATTITUDES CONCERNING THE PROPER RELATIONS BETWEEN MEN WHICH THE STUDENT FINDS RELEVANT TO HIS PERSONAL MODE OF LIFE, ANALYZE THE REASONS FOR THEIR RELEVANCE, GIVING REFERENCE TO PERSONAL PREFERENCE AND CIRCUMSTANCES, ETC,	00721011 00721012 00721013 00721014 00721015 00721016
*SETTING	INDEPENDENT, COLLEGE	00721010
*MATERIALS	BLANK	00721005
*LEVEL	ALL GRADES	00721008
*GENERAL	ALL CANDIDATES	00721007
*HOURS	2	00721006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF JOURNAL ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00721022 00721023 00721024
*FILE	MEDIEVAL EUROPE DANTE MAN VERSUS MAN	00721009

*OBJECTIVES	TO IDENTIFY DANTE'S ATTITUDES CONCERNING MAN'S PROPER RELATIONSHIP WITH NATURE, TO COMPARE AND CONTRAST THOSE ATTITUDES WITH SOPHOCLES' AND JOB'S ATTITUDES AND WITH ANALYZE THE REASONS FOR THAT RELEVANCE	00722013 00722014 00722015 00722016
*PREREQUISITE	PREVIOUS MODULES	00722017
*EXPERIENCE	DISCUSS DANTE'S ATTITUDES CONCERNING THE PROPER RELATIONSHIPS BETWEEN MAN AND NATURE,	00722011 00722012
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00722010
*MATERIALS	BLANK	00722005
*LEVEL	ALL GRADES	00722008
*GENERAL	ALL CANDIDATES	00722007
*HOURS	1	00722006
*EVALUATION	IN SMALL GROUP DISCUSSION THE INSTRUCTOR WILL EVALUATE THE STUDENTS' ABILITY TO IDENTIFY DANTE'S ATTITUDES, TO COMPARE AND CONTRAST THESE ATTITUDES WITH PREVIOUS READINGS (ON THE HEBREWS AND THE GREEKS) AND WITH THE ATTITUDES OF THE CONTEMPORARY WORLD,	00722018 00722019 00722020 00722021 00722022
*FILE	MEDIEVAL EUROPE DANTE MAN VS NATURE	00722009

*OBJECTIVES	TO IDENTIFY CONTINUITIES OF ATTITUDES IN THE WESTERN TRADITION, TO IDENTIFY AND EXPRESS PREFERENCES FOR AND	00723016 00723017
-------------	---	----------------------

	COMMITMENT TO PERSONAL VALUES, TO IDENTIFY REASONS FOR THOSE VALUES,	00723018
*PREREQUISITE	PREVIOUS MODULES	00723019
*EXPERIENCE	WRITE IN JOURNAL A REACTION TO CLASS DISCUSSION IN MODULE 048, SPECIFICALLY, IDENTIFY THOSE ELEMENTS OF DANTE'S ATTITUDES ABOUT MAN'S RELATIONS WITH NATURE WHICH THE STUDENT FINDS RELEVANT TO HIS PERSONAL MODE OF LIFE, ANALYZE THE REASONS FOR THEIR RELEVANCE,	00723020
	INDEPENDENT, COLLEGE	00723011
*SETTING		00723012
*MATERIALS	BLANK	00723013
*LEVEL	ALL GRADES	00723014
*GENERAL	ALL CANDIDATES	00723015
*HOURS	2	00723010
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF JOURNAL ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00723005
		00723008
*FILE	MEDIEVAL EUROPE DANTE MAN VS NATURE	00723007
		00723006
		00723021
		00723022
		00723023
		00723009

*OBJECTIVES	TO IDENTIFY DANTE'S ATTITUDES CONCERNING THE PROPER RELATIONSHIP BETWEEN MAN AND THE DIVINE, TO COMPARE AND CONTRAST THOSE ATTITUDES WITH SOPHOCLES AND JOB'S ATTITUDES AND WITH CONTEMPORARY ATTITUDES ON THE SAME THEME,	00724016
		00724017
		00724018
		00724019
		00724020
*PREREQUISITE	PREVIOUS MODULES	00724021
*EXPERIENCE	DISCUSS: DANTE'S ATTITUDES CONCERNING THE PROPER RELATIONSHIP BETWEEN MAN AND THE DIVINE, THE COMPARISONS AND CONTRASTS BETWEEN DANTE'S, SOPHOCLES, JOB'S AND CONTEMPORARY ATTITUDES ON THE SAME THEME,	00724012
		00724013
		00724014
		00724015
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00724011
*MATERIALS	BLANK	00724005
*LEVEL	ALL GRADES	00724009
*GENERAL	ALL CANDIDATES	00724008
*HOURS	1	00724006
*EVALUATION	IN SMALL GROUP DISCUSSION THE INSTRUCTOR WILL EVALUATE THE STUDENTS' ABILITY TO IDENTIFY DANTE'S ATTITUDES, TO COMPARE AND TO CONTRAST WITH PREVIOUS READINGS (ON THE HEBREWS AND GREEKS) AND WITH PROBLEMS OF THE CONTEMPORARY WORLD,	00724022
		00724023
		00724024
		00724025
		00724026
*FILE	MEDIEVAL EUROPE DANTE MAN VS DIVINE	00724010

*OBJECTIVES	TO IDENTIFY CONTINUITIES OF ATTITUDES IN THE WESTERN TRADITION, TO IDENTIFY AND EXPRESS PREFERENCES FOR AND COMMITMENT TO PERSONAL VALUES, TO IDENTIFY REASONS FOR THOSE VALUES,	00725017
		00725018
		00725019
		00725020
*PREREQUISITE	PREVIOUS MODULES	00725021
*EXPERIENCE	REACT IN JOURNAL TO CLASS DISCUSSION IN PREVIOUS MODULE 724, SPECIFICALLY, REACT TO DANTE'S ATTITUDES CONCERNING THE PROPER RELATIONSHIPS BETWEEN MAN AND THE DIVINE, IDENTIFY THOSE ELEMENTS OF DANTE'S ATTITUDES WHICH HAVE RELEVANCE TO THE STUDENT'S PERSONAL WAY OF LIFE	00725011
		00725012
		00725013
		00725014
		00725015
	ANALYZE THE REASONS FOR THAT RELEVANCE,	00725016
*SETTING	INDEPENDENT, COLLEGE	00725010
*MATERIALS	BLANK	00725005
*LEVEL	ALL GRADES	00725008
*GENERAL	ALL CANDIDATES	00725007
*HOURS	2	00725006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF JOURNAL ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED--CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00725022
		00725023
		00725024
*FILE	MEDIEVAL EUROPE DANTE MAN VS DIVINE	00725009

*OBJECTIVES	TO SUPPLY STUDENT WITH AN EXTERNAL CRITERIA FOR EVALUATING	00726014
	JOURNAL ENTRIES, TO IDENTIFY WEAK, INSUFFICIENT OR	00726015
	INCONCLUSIVE REASONING, TO ASSIST STUDENT IN EVALUATING	00726016
	HIS PROGRESS IN DEVELOPING AND STATING CHARACTERIZATION OF	00726017
	HIS OWN VALUE SYSTEM,	00726018
*PREREQUISITE	PREVIOUS MODULES	00726019
*EXPERIENCE	CONFER INDIVIDUALLY WITH INSTRUCTOR ABOUT THE ENTRIES IN	00726011
	THE REACTION JOURNAL COMPLETED FOR ASSIGNMENTS IN MODULES	00726012
	721, 723, AND 725,	00726013
*SETTING	OTHER (SPECIFY) CONFERENCE, COLLEGE	00726010
*MATERIALS	BLANK	00726005
*LEVEL	ALL GRADES	00726008
*GENERAL	ALL CANDIDATES	00726007
*HOURS	.5	00726006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF JOURNAL	00726020
	ENTRIES AS THEY RELATE TO CRITERIA ESTABLISHED - CLARITY,	00726021
	COGENCY AND VIGOR OF PRESENTATION,	00726022
*FILE	DANTE MEDIEVAL EUROPE VALUE SYSTEM	00726009

*OBJECTIVES	TO INFORM STUDENT OF ASSIGNMENTS AND PROCEDURES FOR	00727018
	MODULES 727 THROUGH 739,	00727019
*PREREQUISITE	NONE	00727020
*EXPERIENCE	LISTEN TO LECTURE WHICH WILL OUTLINE CLASSROOM PROCEDURE	00727011
	FOR THE NEXT SEGMENT OF THE COURSE, MODULES 727 THROUGH	00727012
	739. HAND OUT ASSIGNMENT SHEETS FOR READING ASSIGNMENTS,	00727013
	JOURNAL ENTRIES, TIMES AND PLACES FOR CONFERENCE WITH	00727014
	INSTRUCTOR FOR A REVIEW OF JOURNAL ENTRIES REVIEW	00727015
	BRIEFLY OBJECTIVES FOR THIS SEGMENT OF THE COURSE,	00727016
	MODULES 727 THROUGH 739,	00727017
*SETTING	LARGE GROUP, COLLEGE	00727010
*MATERIALS	BLANK	00727005
*LEVEL	ALL GRADES	00727008
*GENERAL	ALL CANDIDATES	00727007
*HOURS	15 MIN	00727006
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE	00727021
	JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND	00727022
	VIGOR OF PRESENTATION,	00727023
*FILE	ORGANIZATION OF LESSON INFORMATION GIVING 18-19 CENTURY	00727009

*OBJECTIVES	TO INTRODUCE THE STUDENT TO THE ART OF DAVID + MOZART,	00728019
	DELACROIX + BEETHOVEN, TO MAKE STUDENT AWARE OF AND	00728020
	SENSITIVE TO CLASSICS OF THE WESTERN WORLD, TO MAKE HIM	00728021
	AWARE OF AND SENSITIVE TO SIMILARITIES AND DIFFERENCES IN	00728022
	THE ARTS,	00728023
*PREREQUISITE	PREVIOUS MODULES	00728024
*EXPERIENCE	ATTEND A SIMULTANEOUS DEMONSTRATION OF THE ART OF DAVID +	00728012
	MOZART, DELACROIX AND BEETHOVEN, (THIS IS NOT TO BE A	00728013
	FORMAL LECTURE, BUT MERELY AN INTRODUCTORY PRESENTATION OF	00728014
	THE SELECTED WORKS OF THESE MEN SO THAT THE VISUAL VALUES	00728015
	COMPARING AND CONTRASTING TO MOZART ARE SEEN AND HEARD	00728016
	TOGETHER WHILE THE SAME IS TRUE FOR DELACROIX AND	00728017
	BEETHOVEN.)	00728018
*SETTING	LARGE GROUP, COLLEGE	00728011
*MATERIALS	SLIDES OF DAVID AND DELACROIX WORKS, TAPES OF MOZART AND	00728005
	BEETHOVEN WORKS, SLIDE PROJECTOR, TAPE RECORDER, SCREEN,	00728006

*LEVEL	ALL GRADES	00728009
*GENERAL	ALL CANDIDATES	00728008
*HOURS	45 MIN	00728007
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00728025
*FILE	MUSIC ART 18-19 CENTURY	00728027
		00728010

*OBJECTIVES	TO ANALYZE HOW THE VISUAL ARTS EXPRESS ATTITUDES, TO IDENTIFY THOSE ATTITUDES EXPRESSED BY DAVID, TO USE DAVID'S ART AS AN HISTORICAL DOCUMENT TO IDENTIFY THE NATURE AND VALUES OF A PAST SOCIETY,	00729017
*PREREQUISITE	PREVIOUS MODULES	00729018
*EXPERIENCE	VIEW AND DISCUSS THE ART OF JACQUES LOUIS DAVID AS IT ILLUSTRATES HIS ATTITUDES TOWARDS THE THREE MAJOR THEMES OF THE COURSE: MAN VS. MAN, MAN VS. NATURE, MAN VS. THE DIVINE, DISCUSS THE CHARACTERISTICS OF THE SOCIETY IN WHICH DAVID LIVED; DISCUSS WHICH OF THE VALUES OF THAT SOCIETY DAVID BEST REPRESENTED AND REFLECTED,	00729019
		00729020
		00729021
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00729011
*MATERIALS	SLIDES OF DAVID'S WORKS, SLIDES PROJECTOR, SCREEN,	00729012
*LEVEL	ALL GRADES	00729013
*GENERAL	ALL CANDIDATES	00729014
*HOURS	1	00729015
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00729016
		00729010
*FILE	ART DAVID 18TH-19TH CENTURY	00729005
		00729008
		00729007
		00729006
		00729022
		00729023
		00729024
		00729009

*OBJECTIVES	TO ANALYZE HOW THE VISUAL ARTS CAN EXPRESS ATTITUDES, TO IDENTIFY THOSE ATTITUDES EXPRESSED BY DELACROIX, TO SEE DELACROIX AS AN HISTORIAN OF HIS TIMES, TO COMPARE AND CONTRAST DAVID + DELACROIX AND THEIR WORLDS,	00730017
*PREREQUISITE	PREVIOUS MODULES	00730018
*EXPERIENCE	VIEW AND DISCUSS THE ART OF EUGENE DELACROIX AS IT ILLUSTRATES HIS ATTITUDES TOWARDS THE THREE MAJOR THEMES OF THE COURSE: MAN VS MAN, MAN VS NATURE, MAN VS THE DIVINE, DISCUSS THE MAJOR DIFFERENCES BETWEEN DELACROIX + DAVID CONCERNING THESE THEMES, DISCUSS REASONS FOR THE SHIFT IN VALUES BETWEEN DAVID + DELACROIX	00730019
		00730020
		00730021
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00730011
*MATERIALS	SLIDES OF DELACROIX'S WORKS, SLIDE PROJECTOR, SCREEN	00730012
*LEVEL	ALL GRADES	00730013
*GENERAL	ALL CANDIDATES	00730014
*HOURS	1	00730015
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00730016
		00730010
*FILE	ART DELACROIX 18TH-19TH CENTURY	00730005
		00730008
		00730007
		00730006
		00730022
		00730023
		00730024
		00730009

*OBJECTIVES	TO ANALYZE HOW THE VISUAL ARTS CAN EXPRESS ATTITUDES, TO IDENTIFY THE VALUES AND ATTITUDES OF DAVID AND DELACROIX, TO SEE DAVID AND DELACROIX AS HISTORIANS OF THEIR TIMES, TO COMPARE AND CONTRAST DAVID + DELACROIX AND THEIR WORLDS	00731013
*PREREQUISITE	PREVIOUS MODULES	00731014
*EXPERIENCE	VIEW SELECTED SLIDES OF DAVID + DELACROIX	00731015
*SETTING	INDEPENDENT, COLLEGE	00731016
*MATERIALS	SLIDES OF DELACROIX + DAVID'S WORKS, SLIDE PROJECTORS	00731017
		00731012
		00731011
		00731005

	AND SCREENS IN INDIVIDUAL STUDY CARRELS,	00731006
*HOURS	1	00731007
*GENERAL	ALL CANDIDATES	00731008
*LEVEL	ALL GRADES	00731009
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00731018
		00731019
		00731020
*FILE	ART DAVID 18-19 CENTURY	00731010

*OBJECTIVES	TO IDENTIFY AND EVALUATE CONTINUITIES IN THE WESTERN WORLD, TO IDENTIFY AND EVALUATE ATTITUDES OF THE SUB-CULTURE IN WHICH THE STUDENT LIVES,	00732017
		00732018
*PREREQUISITE	PREVIOUS MODULES	00732019
*EXPERIENCE	WRITE IN JOURNAL A REACTION TO THE DISCUSSION IN MODULES 729 AND 730, SPECIFICALLY, IDENTIFY THOSE ATTITUDES EXPRESSED BY DAVID + DELACROIX WHICH THE STUDENT STILL FINDS AROUND HIM IN THE COLLEGE SETTING, EVALUATE AND JUDGE THE RELEVANCE OF THOSE ATTITUDES, TO THE CONTEMPORARY COMMUNITY	00732020
		00732011
		00732012
		00732013
		00732014
		00732015
*SETTING	INDEPENDENT, COLLEGE	00732016
*MATERIALS	BLANK	00732010
*LEVEL	ALL GRADES	00732005
*GENERAL	ALL CANDIDATES	00732008
*HOURS	2	00732007
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00732006
		00732021
		00732022
		00732023
*FILE	DAVID 18-19TH CENTURY DELACROIX	00732009

*OBJECTIVES	TO IDENTIFY MOZARTEAN ATTITUDES, TO COMPARE AND TO CONTRAST THESE ATTITUDES WITH A CONTEMPORARY PAINTER, DAVID, TO THE SYNTHESIZE VISUAL AND AURAL INFORMATION PRESENTED ON THE 18TH CENTURY,	00733016
		00733017
		00733018
*PREREQUISITE	PREVIOUS MODULES	00733019
*EXPERIENCE	LISTEN TO AND DISCUSS SELECTED WORKS OF WOLFGANG AMADEUS MOZART AS ILLUSTRATIONS OF THE THREE THEMES OF THE COURSE, (SELECTED WORKS TO INCLUDE: SONATA, MARRIAGE OF FIGARO SYMPHONY,) COMPARE AND CONTRAST THE WORKS OF DAVID AND MOZART AS THEY REFLECT THESE THEMES,	00733020
		00733011
		00733012
		00733013
		00733014
		00733015
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00733010
*MATERIALS	PRE-RECORDED TAPES OF MOZART WORKS, TAPE RECORDER,	00733005
*LEVEL	ALL GRADES	00733008
*GENERAL	ALL CANDIDATES	00733007
*HOURS	2	00733006
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00733021
		00733022
		00733023
*FILE	18TH-19TH CENTURY MOZART MUSIC	00733009

*OBJECTIVES	TO PERMIT STUDENT TO LISTEN TO ENTIRE SELECTIONS FROM WHICH EXCERPTS WERE DERIVED FOR PREVIOUS MODULE, TO IDENTIFY MOZARTEAN ATTITUDES, TO SYNTHESIZE THE VISUAL AND AURAL INFORMATION PRESENTED ON THE 18TH CENTURY,	00734014
		00734015
		00734016
*PREREQUISITE	PREVIOUS MODULES	00734017
*EXPERIENCE	LISTEN TO TAPE RECORDINGS OF MOZART'S WORKS FROM WHICH EXCERPTS WERE DERIVED FOR PREVIOUS MODULE,	00734018
		00734012
		00734013
*SETTING	INDEPENDENT, COLLEGE	00734011
*MATERIALS	TAPES OF MOZART'S WORKS, TAPE RECORDERS, INDIVIDUAL STUDY	00734005

	CARRELS,	00734006
*LEVEL	BLANK	00734009
*GENERAL	BLANK	00734008
*HOURS	4	00734007
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00734019
		00734020
		00734021
*FILE	18TH-19TH CENTURY MOZART MUSIC	00734010

*OBJECTIVES	TO IDENTIFY BEETHOVEN'S ATTITUDES, TO COMPARE AND CONTRAST THOSE ATTITUDES WITH A CONTEMPORARY PAINTER, DELACROIX,	00735017
		00735018
*PREREQUISITE	PREVIOUS MODULES	00735019
		00735020
*EXPERIENCE	LISTEN TO AND DISCUSS SELECTED WORKS OF LUDWIG VON BEETHOVEN AS ILLUSTRATIONS OF THE THREE THEMES OF THE COURSE, (SELECTED WORKS TO INCLUDE SELECTIONS FROM ONE PIANO SONATA, FIDELIO, 9TH SYMPHONY,) COMPARE AND CONTRAST BEETHOVEN'S WORKS WITH DELACROIX'S WORKS AS THEY REFLECTED THESE THEMES,	00735011
		00735012
		00735013
		00735014
		00735015
		00735016
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00735010
*MATERIALS	TAPE RECORDINGS OF BEETHOVEN'S WORKS, TAPE RECORDER	00735005
*LEVEL	ALL GRADES	00735008
*GENERAL	ALL CANDIDATES	00735007
*HOURS	2	00735006
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00735021
		00735022
		00735023
*FILE	18TH-19TH CENTURY BEETHOVEN MUSIC	00735009

*OBJECTIVES	TO PERMIT STUDENT TO LISTEN TO ENTIRE SELECTIONS OF BEETHOVEN FROM WHICH EXCERPTS WERE DERIVED FOR THE PREVIOUS MODULE, TO IDENTIFY BEETHOVEN'S ATTITUDES, TO SYNTHESIZE THE VISUAL AND AURAL INFORMATION PRESENTED ON THE 18TH CENTURY,	00736014
		00736015
		00736016
		00736017
		00736018
*PREREQUISITE	PREVIOUS MODULES	00736019
*EXPERIENCE	LISTEN INDEPENDENTLY TO TAPE RECORDINGS OF MOZART'S WORKS FROM WHICH EXCERPTS WERE DERIVED FOR THE PREVIOUS MODULE,	00736012
		00736013
*SETTING	INDEPENDENT, COLLEGE	00736011
*MATERIALS	TAPE RECORDINGS OF MOZART'S WORKS, TAPE RECORDERS, INDIVIDUAL STUDY CARRELS,	00736005
		00736006
*LEVEL	ALL GRADES	00736009
*GENERAL	ALL CANDIDATES	00736008
*HOURS	4	00736007
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00736020
		00736021
		00736022
*FILE	18TH-19TH CENTURY BEETHOVEN MUSIC	00736010

*OBJECTIVES	TO COMPARE AND CONTRAST THE ATTITUDES OF DAVID, DELACROIX, MOZART AND BEETHOVEN, TO SYNTHESIZE THE VISUAL AND AURAL INFORMATION PRESENTED ON THESE ARTISTS,	00737016
		00737017
		00737018
*PREREQUISITE	PREVIOUS MODULES	00737019
*EXPERIENCE	DISCUSS THE SIGNIFICANT SIMILARITIES AND DIFFERENCES BETWEEN DAVID, DELACROIX, MOZART AND BEETHOVEN AS THEY REFLECT THEIR SOCIETY'S ATTITUDES ON THE THREE THEMES OF THE COURSE: MAN VS. MAN, MAN VS. NATURE, MAN VS. THE DIVINE,	00737011
		00737012
		00737013
		00737014
		00737015

*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	00737010
*MATERIALS	BLANK	00737009
*LEVEL	ALL GRADES	00737008
*GENERAL	ALL CANDIDATES	00737007
*HOURS	1	00737006
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00737020 00737021 00737022
*FILE	ART 18-19TH CENT MUSIC	00737009

*OBJECTIVES	TO IDENTIFY AND EXPRESS A PREFERENCE FOR OR COMMITMENT TO PRIMARILY VISUAL AND AURAL VALUES, TO DERIVE MORE GENERAL ATTITUDES TO COMPARE AND CONTRAST WITH PREVIOUSLY STATED POSITIONS,	00738018 00738019 00738020 00738021
*PREREQUISITE	PREVIOUS MODULES	00738022
*EXPERIENCE	WRITE IN JOURNAL A REACTION TO DISCUSSION IN PREVIOUS MODULE WHICH WILL FOCUS ON OF ATTITUDE IDENTIFYING MAJOR SIMILARITIES AND DIS-SIMILARITIES/AMONG THE FOUR ARTISTS OF THIS SEGMENT, IDENTIFYING AND EXPRESSING A PREFERENCE FOR ATTITUDES, EVALUATING ATTITUDES CHARACTERIZED IN (2) AS COMPARED TO THE ATTITUDES THEY HAVE BUILT UP IN JOURNAL ENTRIES IN PREVIOUS SEGMENTS OF THE COURSE,	00738011 00738012 00738013 00738014 00738015 00738016 00738017
*SETTING	INDEPENDENT, COLLEGE	00738010
*MATERIALS	BLANK	00738005
*LEVEL	ALL GRADES	00738008
*GENERAL	ALL CANDIDATES	00738007
*HOURS	4	00738006
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00738023 00738024 00738025
*FILE	ART 18-19TH CENTURY MUSIC	00738009

*OBJECTIVES	TO SUPPLY STUDENT WITH EXTERNAL CRITERIA FOR EVALUATING JOURNAL ENTRIES, TO IDENTIFY WEAK, INSUFFICIENT OR INCONCLUSIVE REASONING, TO ASSIST STUDENT IN EVALUATING HIS PROGRESS IN DEVELOPING AND STATING HIS CHARACTERIZATION OF HIS OWN VALUE SYSTEM, ESPECIALLY AS THEY CONCERN AURAL AND VISUAL VALUES,	00739014 00739015 00739016 00739017 00739018 00739019
*PREREQUISITE	PREVIOUS MODULES	00739020
*EXPERIENCE	CONFER WITH INSTRUCTOR ACCORDING TO PROCEDURES ESTABLISHED IN MODULE 727 ABOUT JOURNAL ENTRIES RECORDED IN MODULES 732 + 738,	00739011 00739012 00739013
*SETTING	OTHER (SPECIFY) CONFERENCE, COLLEGE	00739010
*MATERIALS	BLANK	00739005
*LEVEL	ALL GRADES	00739008
*GENERAL	ALL CANDIDATES	00739007
*HOURS	1	00739006
*EVALUATION	TO BE BASED UPON THE INSTRUCTOR'S EVALUATION OF THE JOURNAL ENTRIES AS THEY RELATE TO THE CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00739021 00739022 00739023
*FILE	ART 18-19TH CENT MUSIC	00739009

*OBJECTIVES	TO PROVIDE FOR STUDENT-INSTRUCTOR JOINT EVALUATION OF STUDENT'S PROGRESS IN DEVELOPING AND STATING HIS CHARACTERIZATION OF HIS OWN VALUE SYSTEM,	00740013 00740014 00740015
*PREREQUISITE	PREVIOUS MODULES	00740016
*EXPERIENCE	CONFER WITH INSTRUCTOR ACCORDING TO ARRANGEMENTS MADE IN MODULE 708 AFTER COMPLETION OF INDEPENDENT WORK PROJECT,	00740011 00740012

*SETTING	OTHER (SPECIFY) CONFERENCE, COLLEGE	00740010
*MATERIALS	WORK PROJECT REPORT	00740005
*LEVEL	ALL GRADES	00740008
*GENERAL	ALL CANDIDATES	00740007
*HOURS	1	00740006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF WORK PROJECT REPORT AS THEY EXHIBIT CLARITY, COGENCY AND VIGOR OF PRESENTATION,	00740017
		00740018
		00740019
*FILE	ART LITERATURE VALUE SYSTEM	00740009

*OBJECTIVES	TO INFORM STUDENTS OF ASSIGNMENTS AND PROCEDURES FOR PROCEDURES FOR MODULES 741 THROUGH 746,	00741018
		00741019
*PREREQUISITE	BLANK	00741020
*EXPERIENCE	LISTEN TO LECTURE WHICH IS TO: OUTLINE CLASSROOM PROCEEDURES FOR THE NEXT SEGMENT OF THE COURSE, MODULES 741 THROUGH 746, HAND OUT ASSIGNMENT SHEETS FOR READING ASSIGNMENTS, JOURNAL ENTRIES, MAKE ARRANGMENTS FOR CONFERENCES WITH INSTRUCTOR FOR A FINAL REVIEW OF JOURNAL ENTRIES REVIEW BRIEFLY OBJECTIVES FOR THIS SEGMENT OF THE COURSE, MODULES 741 THROUGH 746,	00741011
		00741012
		00741013
		00741014
		00741015
		00741016
		00741017
*SETTING	LARGE GROUP, COLLEGE	00741010
*MATERIALS	BLANK	00741005
*LEVEL	ALL GRADES	00741008
*GENERAL	ALL CANDIDATES	00741007
*HOURS	15 MIN	00741006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF STUDENT CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION, EVALUATION ALSO BASED UPON STUDENT'S ABILITY TO COMPARE AND CONTRAST DOSTOEVSKY'S ATTITUDES WITH ATTITUDES DISCUSSED IN PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE VARIOUS LEVELS OF ABSTRACTION, SEE ALSO EVALUATION OF JOURNAL ENTRIES IN MODULE 746,	00741021
		00741022
		00741023
		00741024
		00741025
		00741026
		00741027
		00741028
*FILE	18TH-19TH CENTURY DOSTOEVSKY	00741009

*OBJECTIVES	TO PROVIDE BACKGROUND MATERIAL FOR THE MAJOR READING IN THIS SEGMENT, DOSTOEVSKY, CRIME AND PUNISHMENT,	00742014
		00742016
*PREREQUISITE	PREVIOUS MODULES	00742017
*EXPERIENCE	LISTEN TO LECTURE WHICH WILL REVIEW BRIEFLY THE WORLD OF DOSTOEVSKY, REVIEW BRIEFLY DOSTOEVSKY'S AND THE PLACE OF CRIME + PUNISHMENT IN THE DEVELOPMENT OF HIS IDEAS,	00742011
		00742012
		00742013
*SETTING	LARGE GROUP, COLLEGE	00742010
*MATERIALS	BLANK	00742005
*LEVEL	ALL GRADES	00742008
*GENERAL	ALL CANDIDATES	00742007
*HOURS	45 MIN	00742006
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF STUDENT CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION, EVALUATION ALSO BASED UPON STUDENT'S ABILITY TO COMPARE AND CONTRAST DOSTOEVSKY'S ATTITUDES WITH ATTITUDES DISCUSSED IN PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE VARIOUS LEVELS OF ABSTRACTION, SEE ALSO EVALUATION OF JOURNAL ENTRIES IN MODULE 746,	00742018
		00742019
		00742020
		00742021
		00742022
		00742023
		00742024
		00742025
*FILE	LITERATURE 18TH-19TH CENTURY DOSTOEVSKY	00742009

*OBJECTIVES	TO INTRODUCE STUDENT TO A MAJOR LITERARY CLASSIC OF THE WEST, TO MAKE HIM AWARE OF AND SENSITIVE TO THE FACT THAT	00743015
		00743016

	ARTISTIC FORMS HAVE UTILITY ASSISTING MEN IN THE CREATION OF VALUE SYSTEMS,	00743017
	PREVIOUS MODULES	00743018
*PREREQUISITE	READ, DOSTOEVSKY, CRIME + PUNISHMENT, LIST THOSE	00743019
*EXPERIENCE	ELEMENTS AND THEMES IN THE NOVEL WHICH HAVE HELPED THE STUDENT TO FURTHER CLARIFY HIS CHARACTERIZATION OF HIS OWN VALUES,	00743011
	INDEPENDENT, BLANK	00743012
*SETTING	DOSTOEVSKY, CRIME + PUNISHMENT	00743013
*MATERIALS	ALL GRADES	00743014
*LEVEL	ALL CANDIDATES	00743010
*GENERAL	8	00743005
*HOURS	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF STUDENT CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION, EVALUATION ALSO BASED UPON STUDENT'S ABILITY TO COMPARE AND CONTRAST DOSTOEVSKY'S ATTITUDES WITH ATTITUDES DISCUSSED IN PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE VARIOUS LEVELS OF ABSTRACTION, SEE ALSO EVALUATION OF JOURNAL ENTRIES IN MODULE 746,	00743008
*EVALUATION	19TH CENTURY DOSTOEVSKY LITERATURE	00743007
		00743006
		00743020
		00743021
		00743022
		00743023
		00743024
		00743025
		00743026
		00743027
*FILE		00743009

*OBJECTIVES	TO IDENTIFY DOSTOEVSKY'S ATTITUDES TOWARDS THE THREE THEMES OF THE COURSE, TO COMPARE, CONTRAST, AND EVALUATE THESE ATTITUDES IN RELATION TO STATEMENTS ON THESE THEMES IN PREVIOUS SEGMENTS, TO ALLOW EACH STUDENT TO HEAR AND EVALUATE THE MULTIPLE RESPONSES OF THE CLASS TO A SINGLE WORK, TO MAKE HIM AWARE OF AND SENSITIVE TO DIFFERENCES OF REACTION OR CULTURAL PERSONAL AND EXPERIENTIAL MATTERS,	00744018
		00744019
		00744020
		00744021
		00744022
		00744023
		00744024
*PREREQUISITE	PREVIOUS MODULES	00744025
*EXPERIENCE	DISCUSS DOSTOEVSKY, CRIME + PUNISHMENT, SPECIFICALLY: IDENTIFY AUTHORS ATTITUDE TOWARDS THE THEMES; MAN'S RELATIONSHIP WITH MAN; MAN'S RELATIONSHIP WITH NATURE; MAN'S RELATIONSHIP WITH THE DIVINE, EACH STUDENT WILL DESCRIBE THOSE ASPECTS OF THE NOVEL HE SELECTED (FROM PREVIOUS MODULE AS PROVIDING FURTHER CLARIFICATION) FOR THE CHARACTERIZATION OF HIS OWN VALUES,	00744011
	SMALL GROUP (1-12 STUDENTS), COLLEGE	00744012
*SETTING		00744013
*MATERIALS	BLANK	00744014
*LEVEL	ALL GRADES	00744015
*GENERAL	ALL CANDIDATES	00744016
*HOURS	7	00744017
*EVALUATION	TO BE BASED UPON INSTRUCTOR'S EVALUATION OF STUDENT CONTRIBUTION TO OVERALL QUALITY OF DISCUSSION, EVALUATION ALSO BASED UPON STUDENT'S ABILITY TO COMPARE AND CONTRAST DOSTOEVSKY'S ATTITUDES WITH ATTITUDES DISCUSSED IN PREVIOUS SEGMENTS OF THE COURSE, HIS ABILITY TO EVALUATE SIGNIFICANT COMPARISONS AND DIFFERENCES, AND TO SYNTHESIZE VARIOUS LEVELS OF ABSTRACTION, SEE ALSO EVALUATION OF JOURNAL ENTRIES IN MODULE 746,	00744010
		00744005
		00744008
		00744007
		00744006
		00744026
		00744027
		00744028
		00744029
		00744030
		00744031
		00744032
		00744033
*FILE	19TH CENTURY DOSTOEVSKY LITERATURE	00744009

*OBJECTIVES	TO ENABLE STUDENT TO SEE HOW AND IN WHAT WAYS HE HAS RESPONDED TO THE COURSE, TO SUMMARIZE HIS CURRENT VALUES, TO SEE HOW FAR HE FEELS HE MUST STILL GO IN ESTABLISHING HIS INTELLECTUAL IDENTITY,	00745024
		00745025
		00745026
		00745027
*PREREQUISITE	PREVIOUS MODULES	00745028
*EXPERIENCE	MAKE JOURNAL ENTRIES IN ACCORDANCE WITH PROCEDURES ESTABLISHED IN MODULE 741 WHICH WILL EMPHASIZE A REVIEW	00745011
		00745012

	OF ALL PREVIOUS JOURNAL ENTRIES, A CONSIDERATION OF	00745013
	RECONSIDER SUCH ENTRIES AS THEY MAY BE ALTERED BY CLASS	00745014
	DISCUSSION IN MODULE 744, IDENTIFICATION AND EVALUATION	00745015
	OF SIGNIFICANT CHANGES, IDENTIFICATION AND A BRIEF	00745016
	STATEMENT OF THE STUDENT'S CURRENT EVALUATION OF VALUES	00745017
	REGARDING: MAN'S RELATIONSHIPS WITH MAN; MAN'S	00745018
	RELATIONSHIPS WITH NATURE; MAN'S RELATIONSHIPS WITH THE	00745019
	DIVINE, A BRIEF EVALUATION OF PROGRESS IN	00745020
	CHARACTERIZING HIS VALUES, IN IDENTIFYING HIMSELF AND	00745021
	HIS PLACE IN THE WORLD, A BRIEF STATEMENT OF WHAT REMAINS	00745022
	TO BE DONE TO ACHIEVE (5)	00745023
*SETTING	INDEPENDENT, BLANK	00745010
*MATERIALS	BLANK	00745005
*LEVEL	ALL GRADES	00745008
*GENERAL	ALL CANDIDATES	00745007
*HOURS	8	00745006
*EVALUATION	EVALUATION TO BE MADE BY INSTRUCTOR TO BE BASED UPON TWO	00745029
	GENERAL FACTORS: COGENCY, CLARITY AND VIGOR OF THE	00745030
	STUDENT'S PRESENTATION (SEE ALSO INTRODUCTION) AND	00745031
	EVALUATION OF STUDENT'S PROGRESS IN THE SKILL AND CLARITY	00745032
	OF STATING HIS VALUES, (SEE ALSO INTRODUCTION)	00745033
*LEVEL	19TH CENTURY DOSTOEVSKY VALUE SYSTEMS	00745009
*OBJECTIVES	TO DISCUSS WITH STUDENT AND COOPERATIVELY EVALUATE THE	00746015
	OBJECTIVES ESTABLISHED IN PREVIOUS MODULE, TO PROVIDE	00746016
	EXTERNAL CRITERIA FOR JUDGEMENT AND EVALUATION OF	00746017
	STUDENT'S ACHIEVEMENTS,	00746018
*PREREQUISITE	PREVIOUS MODULES	00746019
*EXPERIENCE	CONFER WITH INSTRUCTOR ABOUT FINAL JOURNAL ENTRY ACCORDING	00746011
	TO SCHEDULE ESTABLISHED IN MODULE 741, THIS CONFERENCE	00746012
	WILL CENTER ON THE ENTRY MADE ACCORDING TO PROCEDURES	00746013
	OUTLINED IN THE 745 MODULE,	00746014
*SETTING	OTHER (SPECIFY) CONFERENCE, BLANK	00746010
*MATERIALS	BLANK	00746005
*LEVEL	ALL GRADES	00746008
*GENERAL	ALL CANDIDATES	00746007
*HOURS	1	00746006
*EVALUATION	EVALUATION TO BE MADE BY INSTRUCTOR TO BE BASED UPON TWO	00746020
	GENERAL FACTORS: COGENCY, CLARITY AND VIGOR OF THE	00746021
	STUDENT'S PRESENTATION (SEE ALSO INTRODUCTION) AND	00746022
	EVALUATION OF STUDENT'S PROGRESS IN THE SKILL AND CLARITY	00746023
	OF STATING HIS VALUES, (SEE ALSO INTRODUCTION)	00746024
*FILE	19TH CENTURY DOSTOEVSKY VALUE SYSTEMS	00746009

THE AMERICAN QUEST

INTRODUCTION

The objective of these experiences is to introduce the student to significant dimensions of the American experience; that is, the quest for transcendent reality, the quest for material success, the American sense of mission and the American quest for a viable future.

The student is first introduced to readings on the American character which consider the American variously as an idealist, a materialist, or as George Santayana so aptly paraphrased it, "an idealist working on matter." With this orientation, students are then asked to read selections by Edward Taylor, Jonathan Edwards, John Woolman, Emerson, Thoreau, Whitman and Hart Crane, who illustrate some of the forms the quest for transcendent reality has taken in the American context.

The American drive for material success is then treated centering its focus on the protestant ethic as manifested by the New England Puritans and tracing its transmutations until with William Graham Sumner in the late Nineteenth Century it merged with classical economics and social Darwinism to become the prevailing ideology of the day.

Still another important facet of the American experience is a sense of destiny, a tradition rooted in the Old Testament that since the time of the Puritan Bible Commonwealth in New England has been drawn upon variously to justify continental expansionism, imperialist adventures, and to inform our best expressions of American possibilities as a model society, aware of our responsibilities to the whole community of man.

Finally the student turns to more speculative essays, most of which attempt to assess the significance of contemporary technological and social change along with attendant changes in modes of consciousness.

The significance of these learning experiences are that they are designed, not so much to involve students in the intricacies of historical issues, but rather to enhance their perception of significant patterns of thought and feeling that have moved Americans in the past and are the heritage that will inform future modes of consciousness. Students should be able, not only to detect traces of traditional modes of thought in new contexts, but also to begin discriminating between those elements of the American heritage that have lost their relevance and those which will continue to exert a vital and meaningful influence on the shaping of the future. Having thus enhanced his ability to perceive "reality" in some of its myriad forms, the student as teacher should be better prepared to lead his own students to clearer perceptions of reality and to those elements of our heritage that are most relevant in the contemporary world of experience.

SYLLABUS

A. WHAT IS AN AMERICAN?

- (1) Max Learner, "The Idea of American Civilization"
- (2) Alexis de Toqueville, selections from Democracy in America
- (3) David Potter, "The Quest for the American Character"
- (4) George Santayana, "Materialism and Idealism in American Life," Character and Opinion in the United States

B. THE QUEST FOR TRANSCENDENT REALITY

- (5) Walter T. Stace, "What is Mysticism," The Teachings of the Mystics
- (6) Edward Taylor, "The Experience"
Walter T. Stace, "Christian Mysticism," and "Retrospect and Prospect," The Teachings of the Mystics
Jonathan Edwards, "Sarah Pierrepont"

- (7) John Woolman, selections from Journal
Ralph Waldo Emerson, Introduction and Part I
of Nature
Henry David Thoreau, selection from Journal
Henry David Thoreau, Last Chapter of Walden
- (8) Walt Whitman, "Song of Myself"
- (9) Hart Crane, "Modern Poetry"
"To Brooklyn Bridge" from The Bridge

C. THE QUEST FOR MATERIAL SUCCESS

- (10) Robert L. Heilbroner, "The Economic Revolution" The Worldly Philosophers
- (11) Max Weber, from The Protestant Ethic and the Spirit of Capitalism
- (12) Perry Miller, "The Puritan Way of Life" John Cotton, "A Christian Calling"
- (13) Russel B. Nye, "Introduction" to Autobiography and Other Writings by Benjamin Franklin
Benjamin Franklin, Religious Credo
Inscription on Parents Tomb
"Advice to a Young Tradesman"
"The Way to Wealth"
Project for Moral Perfection
- (14) William Lawrence, "The Relation of Wealth to Morals" Andrew Carnegie, "A Talk To Young Men" Reinhold Niebuhr, Part I of "Prosperity and Virtue," The Irony of American History Walter Rauschenbusch, from Prayers of the Social Awakening
- (15) Richard Hofstadter, "Introduction," "Social Darwinism in American Thought"
William Graham Sumner, "The Challenge of Facts"
- (16) Lester Frank Ward, from "False Notions of Government" Jacob Riis, Introduction to "The Battle With the Slums"
- (17) F. Scott Fitzgerald, The Great Gatsby
- (18) F. Scott Fitzgerald, The Great Gatsby

D. THE AMERICAN SENSE OF MISSION

- (19) Perry Miller, "Errand Into the Wilderness"
John Winthrop, "A Model of Christian Charity"
- (20) Thomas Jefferson, "The Declaration of Independence" Henry Steele Commager, "Our Declaration Is Still a Rallying Cry"
- (21) Ramon Eduardo Ruiz, "Manifest Destiny and the Mexican War" John L. O'Sullivan, "Annexation"

- (22) Abraham Lincoln, "The Gettsburg Address"
Walt Whitman, "Passage to India"
- (23) Norman A. Graebner, "American Imperialism"
Josiah Strong, from Our Country
Alfred Thayer Mahan, from The Interest of America in Sea Power
- (24) Senator Albert J. Beveridge, "The March of the Flag"
"Platform of the American Anti-Imperialist League"
Mark Twain, "Fragments From a Suppressed Book Called 'Glances at History' or Outlines of History in Letters From the Earth"
- (25) Martin Luther King, "Address" by Martin Luther King on March 25, 1967 at a Peace Rally in Chicago
Reinhold Niebur, "The American Future," "The Irony of American History"
- (26) Robin Scroggs, "The Humanistic Pursuit of Values"
- (27) Recordings: John Kennedy "Inagural Address"
Martin Luther King "I Have a Dream"
Joan Baez, "We Shall Overcome"
"The Star-Spangled Banner" Verses 1&2
"America the Beautiful"
- (28) Open

E. THE FUTURE: THE CONTINUATION OF THE AMERICAN QUEST

- (29) United Nations General Assembly, "A Universal Declaration of Human Rights"
Kenneth E. Boulding, "The Great Transition" and "The War Trap," The Meaning of the 20th Century
- (30) Karl Polanyi, "Our Obsolete Market Economy"
- (31) Michel Crozier, "The Lonely Frontier of Reason"
Marshall McLuhan, from Understanding Media
- (32) Richard Shaull, "The Search For a New Style of Life"
- (33) F. C. Happold, "The Spiritual Crisis of Twentieth Century Man,"
Religious Faith and Twentieth Century Man
Pierre Teilhard de Chardin, "Love as Energy", from The Phenomenon of Man
- (34) Joseph Fletcher, "Love is the Only Norm," Situation Ethics: The New Morality
Reuel L. Howe, from The Miracle of Dialogue
- (35) Harvey Cox, "Sex and Secularization," The Secular City
- (36) Martin Luther King, "Pilgrimage to Nonviolence"
- (37) Henry Steele Commager, "Who Is Loyal to America"
- (38) David Reissman, "The Saving Remnant"
Pierre Teilhard de Chardin, from The Future of Man
- (39) Open
- (40) Open

INTRODUCTION TO PART A

WHAT IS AN AMERICAN?

Essays on the American character have been assigned at the outset of this component in order to demonstrate to the student the difficulties and the importance of maintaining an open mind with regard to what it means to be an American and what our possibilities for the future may be. More generally, the essays are meant to give the student an over view of the main tendencies of American culture which will be taken up in detail in succeeding parts of the course.

*OBJECTIVES	1. TO STIMULATE THE STUDENT TO WRITE REGULARLY AS A	01370 29
	SUBSTITUTE FOR THE NERVOUSLY WROUGHT AND INFREQUENTLY	01370 30
	EXECUTED EFFORTS OF COLLEGE THEMES, 2, TO PROVIDE THE	01370 31
	STUDENT WITH CONTINUOUS EXPERIENCE IN EXPRESSING HIS IDEAS	01370 32
	AND FEELINGS AS THEY EMERGE AND DEVELOP THROUGHOUT THE	01370 33
	COURSE, 3, TO PROVIDE A RECORD OF THE STUDENT'S	01370 34
	INTELLECTUAL GROWTH, AS WELL AS A MORE COMPLETE VIEW OF	01370 35
	THE STUDENT'S STRENGTHS AND WEAKNESSES IN WRITING,	01370 36
*PREREQUISITE	NONE,	01370 37
*EXPERIENCE	IN ORDER TO DO AWAY WITH FORMAL PAPERS, QUIZZES AND	01370 11
	EXAMINATIONS AND RELEASE THE STUDENT'S TIME AND ENERGY FOR	01370 12
	SERIOUS DAILY REFLECTION ON THE SIGNIFICANCE OF CLASS	01370 13
	DISCUSSION AND HIS READINGS, THE STUDENT WILL BE REQUIRED	01370 14
	TO MAINTAIN A DAILY JOURNAL OR [INTELLECTUAL DIARY], FOR	01370 15
	DAILY ENTRIES, THE STUDENT IS ASKED TO WRITE ON	01370 16
	SIGNIFICANT ISSUES THAT EMERGE FROM HIS READING AND FROM	01370 17
	CLASS DISCUSSION WITH PARTICULAR EMPHASIS ON IDEAS THAT	01370 18
	ARE MOST RELEVANT TO HIS INTERESTS OR EXPERIENCE, THE	01370 19
	ASSUMPTIONS BEING THAT STUDENTS WILL WRITE BETTER AND MORE	01370 20
	PERCEPTIVELY ON WHAT MOST ENGAGES THEIR ATTENTION,	01370 21
	MOREOVER, ENTRIES MAY ALSO TREAT CONTEMPORARY EVENTS AND	01370 22
	PERSONAL EXPERIENCE OUTSIDE THE CLASSROOM, ESPECIALLY	01370 23
	THOSE RELEVANT TO THE MAIN THEMES OF THE COURSE, FINALLY,	01370 24
	THE STUDENT SHOULD BE ENCOURAGED TO ATTEMPT VARIED MODES	01370 25
	OF EXPRESSION, SUCH AS POETRY, SHORT STORIES, NARRATIVE,	01370 26
	DESCRIPTIVE PASSAGES, DIALOGUE, LETTERS TO EDITORS OF	01370 27
	NEWSPAPERS OR TO PUBLIC FIGURES AND SHEER FANTASY,	01370 28
*SETTING	INDEPENDENT COLLEGE	01370 10
*MATERIALS	BLANK	01370 5
*LEVEL	ALL GRADES	01370 8
*GENERAL	ALL CANDIDATES	01370 7
*HOURS	BLANK	01370 6
*EVALUATION	SINCE THE INSTRUCTOR CANNOT GIVE JOURNALS THE PAINSTAKING	01370 38
	SCRUTINY USUALLY GIVEN TO FORMAL PAPERS, IT IS SUGGESTED	01370 39
	THE RAPID SURVEYS OF JOURNAL MATERIAL BE MADE AT VARIOUS	01370 40
	TIMES TO DISCERN THE LEVEL AT WHICH A GIVEN STUDENT IS	01370 41
	THINKING AND EXPRESSING HIMSELF, THE INSTRUCTOR CAN,	01370 42
	ALSO SELECT A PAGE FROM TIME TO TIME FOR DETAILED	01370 43
	CRITICISM OF GRAMMAR AND RHETORIC, BUT JUST AS THE	01370 44
	JOURNAL IS DESIGNED TO RELEASE THE STUDENT PSYCHOLOGICALLY	01370 45
	FOR MORE FLUENT AND EXTENSIVE WRITING, SO IT IS DESIGNED	01370 46
	TO RELEASE THE INSTRUCTOR FROM THE [LINT-PICKING]	01370 47
	EVALUATION THAT INEVITABLY ACCOMPANIES THE ASSIGNMENT OF	01370 48
	CONVENTIONAL GRADES, THEREFORE, IT IS SUGGESTED THAT THE	01370 49
	JOURNAL WILL WORK BEST UNDER CONDITIONS THAT DO NOT CALL	01370 50
	FOR TRADITIONAL GRADING,	01370 61
*FILE	JOURNAL WRITING EXPRESSION	01370 9

*OBJECTIVES	TO ENCOURAGE THE PERCEPTION OF AMERICAN CULTURE IN TERMS OF PATTERNS HAVING THEIR ROOTS IN WESTERN CIVILIZATION AND MORE SHARPLY DEFINED IN AMERICA. TO DISCOURAGE THE TENDENCY TO EMBRACE SIMPLISTIC, [SINGLE] EXPLANATIONS OF AMERICAN CULTURE,	01371 24 01371 25 01371 26 01371 27 01371 28
*PREREQUISITE	HUMANITIES II, PARTS I AND II,	01371 29
*EXPERIENCE	READ AND DISCUSS MAX LERNER, [THE IDEA OF AMERICAN CIVILIZATION,] IN ORDER TO ANSWER 1, TO WHAT EXTENT IS AMERICA AN EXTENSION OF EUROPE AND TO WHAT EXTENT IS HER CULTURE UNIQUE? 2, HOW DOES LERNER TREAT THE ABOVE QUESTION AND WHAT DOES HE MEAN WHEN HE STATES THAT [THE AMERICAN HAS BECOME THE NEW WORLD MAN?--THE ARCHETYPAL MAN OF THE WEST,] 3, WHAT IS THE RELEVANCE OF THE REFORMATION FOR WHAT WAS TO BECOME [A NEW NATION? 4, BE PREPARED TO READ DE TOQUEVILLE'S WORK AS A STUDY IN CONTRASTS BETWEEN LINGERING ARISTOCRATIC SOCIAL FORMS IN EUROPE AND THE ESSENTIALLY EQUALITARIAN SOCIAL FORMS OF AN AMERICA THAT WAS, FOR THE MOST PART, [BORN FREE] OF FEUDAL INSTITUTIONS,	01371 11 01371 12 01371 13 01371 14 01371 15 01371 16 01371 17 01371 18 01371 19 01371 20 01371 21 01371 22 01371 23
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01371 10
*MATERIALS	MAX LERNER, [THE IDEA OF AMERICAN CIVILIZATION,] IN MICHAEL MCGIFFERT, EDITOR, THE CHARACTER OF AMERICANS,	01371 5 01371
*LEVEL	ALL GRADES	01371 8
*GENERAL	ALL CANDIDATES	01371 7
*HOURS	1	01371 6
*EVALUATION	EACH STUDENT WILL BE REQUIRED TO KEEP A DAILY REACTION JOURNAL OR [INTELLECTUAL DIARY] IN WHICH THEY WILL RECORD THEIR FEELINGS AND RESPONSES TO ASSIGNMENTS AND DISCUSSIONS, FOR THIS ASSIGNMENT, THE JOURNAL RESPONSES SHOULD REVEAL THE EXTENT TO WHICH THE STUDENT HAS PERCEIVED THE DIFFICULTIES OF DEFINING A PARTICULAR CULTURE THAT HAS EMERGED FROM THE LARGER CONTEXT OF WESTERN CIVILIZATION,	01371 30 01371 31 01371 32 01371 33 01371 34 01371 35 01371 36 01371 37
*FILE	MAX LERNER AMERICAN CULTURE AMERICAN CHARACTER	01371 9

*OBJECTIVES	TO SHOW THAT A FOREIGN OBSERVER MAY BE CAPABLE OF INSIGHTS NOT SO READILY AVAILABLE TO A NATIVE, 2, TO ILLUSTRATE THE VALUE OF GIVING CONTEMPORARY FOREIGN OBSERVERS OF OUR CULTURE AN ATTENTIVE AND THOUGHTFUL HEARING, 3, [TO EMPHASIZE THE IMPORTANCE OF MAKING A DETACHED OBSERVATION BEFORE FORMING AN OPINION,	01372 27 01372 28 01372 29 01372 30 01372 31 01372 32
*PREREQUISITE	PREVIOUS MODULE,	01372 33
*EXPERIENCE	READ AND DISCUSS ALEXIS DE TOQUEVILLE FROM DEMOCRACY IN AMERICA EDITED BY MICHAEL MCGIFFERT, IN ADDITION TO HIS BRILLIANCE AS AN ACUTE OBSERVER OF THE AMERICAN SCENE DURING THE JACKSONIAN ERA, FOR THE FOLLOWING POINTS: 1, THE ESSENTIAL DIFFERENCES THAT ARE POINTED UP IN THE QUALITY OF LIFE IN THE HIERARCHICAL, ARISTOCRATIC SOCIETY OF EUROPE AND IN AMERICA'S EQUALITARIAN DEMOCRACY, 2, HOW AN OBSERVER'S PERCEPTIONS ARE GREATLY ENHANCED BY HIS HAVING THE PERSPECTIVE OF A CULTURAL BACKGROUND SIGNIFICANTLY DIFFERENT FROM THAT BEING OBSERVED, 3, WHAT INSIGHTS AN AMERICAN MIGHT HAVE ABOUT EUROPE, SOUTH AMERICA, AFRICA, THE MIDDLE EAST OR ASIA AS A RESULT OF HIS HAVING BEEN RAISED AS AN AMERICAN, 4, IMAGINE WHAT MUST BE DONE TO PREPARE TO CULTIVATE THE ATTITUDES OF THE DETACHED, OBJECTIVE OBSERVER CONCERNED TO DISCOVER THE TRUTH DESPITE ONE'S OWN PARTICULAR BIASES AND INTERESTS,	01372 11 01372 12 01372 13 01372 14 01372 15 01372 16 01372 17 01372 18 01372 19 01372 20 01372 21 01372 22 01372 23 01372 24 01372 25 01372 26
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01372 10
*MATERIALS	BLANK	01372 5
*LEVEL	ALL GRADES	01372 8
*GENERAL	ALL CANDIDATES	01372 7
*HOURS	2	01372 6
*EVALUATION	STUDENTS COULD BE ASKED TO COMMENT IN THEIR JOURNALS ON HOW THEIR PERCEPTIONS OF A FOREIGN CULTURE MIGHT BE ENHANCED BY THEIR AMERICAN BACKGROUND, OR, THEY MIGHT BE ASKED TO DISCUSS THE VALUES OF TAKING A DETACHED LOOK AT THEIR OWN CULTURE,	01372 34 01372 35 01372 26 01372 27 01372 28
*FILE	DE TOQUEVILLE AMERICAN CHARACTER OBSERVATIONS OF AMERICA	01372 9

*OBJECTIVES	TO COMPARE THE QUALITY OF LIFE IN AMERICA WITH ITS EUROPEAN ANTECEDANTS, TO EMPHASIZE THE NECESSITY OF CAREFUL SCRUTINY AND THE CONSIDERATION OF ALTERNATIVES BEFORE FORMING AN OPINION.	01373 19 01373 20 01373 21 01373 22
*PREREQUISITE	PREVIOUS MODULES,	01373 23
*EXPERIENCE	READING ASSIGNMENT: SELECTION FROM JEFFERSON'S NOTES ON VIRGINIA AND LETTER TO J. BANNISTER, OCT. 15, 1785. THESE READINGS, REFLECTING JEFFERSON'S FAITH IN EDUCATION AS A SAFEGUARD AGAINST POLITICAL TYRANNY AND HIS AFFIRMATION OF AN AMERICAN DEMOCRACY OVER EUROPEAN ARISTOCRACY, SHOULD BE READ ALONG WITH THE DE TOQUEVILLE SELECTIONS IN PREPARATION FOR A CLASS DISCUSSION OF DAVID POTTER'S ESSAY, (THE QUEST FOR THE AMERICAN CHARACTER, I	01373 11 01373 12 01373 13 01373 14 01373 15 01373 16 01373 17 01373 18
*SETTING	INDEPENDENT COLLEGE	01373 10
*MATERIALS	THOMAS JEFFERSON, FROM NOTES ON VIRGINIA AND LETTER TO J. BANNISTER IN LIVING IDEAS IN AMERICA EDITED BY H. S. COMMAGER,	01373 5 01373
*LEVEL	ALL GRADES	01373 8
*GENERAL	ALL CANDIDATES	01373 7
*HOURS	20 MINUTES OUTSIDE OF CLASS,	01373 6
*EVALUATION	IN FOLLOWING MODULE 1374,	01373 24
*FILE	JEFFERSON EDUCATION OBSERVATIONS OF AMERICA	01373 9

*OBJECTIVES	THE DISCUSSION OF POTTER'S ESSAY IS MEANT TO ANTICIPATE THE FIRST TWO PARTS OF THE COURSE WHICH SUGGEST THAT THE AMERICAN IS VARIOUSLY AN IDEALIST, A MATERIALIST OR, TO RECALL SANTAYANA'S REMARK, (AN IDEALIST WORKING ON MATTER, I IT IS ALSO MEANT TO ANTICIPATE SANTAYANA'S MORE PHILOSOPHICALLY ORIENTED ESSAY ON THE AMERICAN CHARACTER,	01374 33 01374 34 01374 35 01374 36 01374 37 01374 38
*PREREQUISITE	PREVIOUS MODULE,	01374 39
*EXPERIENCE	DISCUSSION: DAVID POTTER, (THE QUEST FOR THE NATIONAL CHARACTER), THUS FAR WE HAVE SEEN JEFFERSON, A TRUE SON OF THE ENLIGHTENMENT, CONFIDENTLY AFFIRMING THE GOOD SENSE OF THE AMERICAN IF PROPERLY ILLUMINATED WITH THE LIGHT OF REASON THROUGH AN EDUCATION UNTAINTED BY THE DECADENCE OF THE EUROPEAN ARISTOCRACY, AND WE HAVE SEEN A MORE WARY DE TOQUEVILLE POINTING OUT, AS POTTER NOTES, THAT (EQUALITY OF CONDITION) DOES NOT NECESSARILY LEAD TO THE INDEPENDENCE OF JUDGEMENT THAT JEFFERSON HOPED WOULD SUSTAIN THE POLITICAL LIBERTY OF THE YOUNG REPUBLIC, IN FACT, DE TOQUEVILLE FINDS EGALITARIANISM RESULTING IN A TENDENCY TO INTELLECTUAL CONFORMITY AND TO A MIDDLE CLASS DEPENDENCE ON CREATURE COMFORTS, THUS POTTER CONFRONTS US WITH TWO CONTRASTING IMAGES OF THE AMERICAN CHARACTER, IS THE AMERICAN JEFFERSON'S IDEALISTIC INDIVIDUALIST OR IS HE MORE TYPICALLY DE TOQUEVILLE'S MATERIALISTIC CONFORMIST? HOW DOES POTTER TREAT THE PROBLEM RAISED BY THESE CONFLICTING IMAGES AND WHAT DOES HE FIND COMMON TO BOTH? DISCUSSION, THEN, SHOULD CENTER ON WHETHER THE AMERICAN IS ESSENTIALLY AN IDEALIST, A MATERIALIST, OR, AS GEORGE SANTAYANA OBSERVED, AN (IDEALIST WORKING ON MATTER, I	01374 11 01374 12 01374 13 01374 14 01374 15 01374 16 01374 17 01374 18 01374 19 01374 20 01374 21 01374 22 01374 23 01374 24 01374 25 01374 26 01374 27 01374 28 01374 29 01374 30 01374 31
*SETTING	SMALL GROUP 21-22 STUDENTS COLLEGE	01374 10
*MATERIALS	THE NATIONAL TEMPER: READINGS IN AMERICAN HISTORY EDITED BY LAWRENCE W. LEVINE AND ROBERT MIDDLEKAUFF,	01374 5 01374
*LEVEL	ALL GRADES	01374 8
*GENERAL	ALL CANDIDATES	01374 7
*HOURS	50 MINUTES	01374 6
*EVALUATION	JOURNAL ENTRY, IN WHICH STUDENTS REACT TO THE ISSUES RAISED ON THE AMERICAN CHARACTER, WHAT DO THEY THINK THE AMERICAN CHARACTER IS?	01374 40 01374 41 01374 42
*FILE	DAVID POTTER AMERICAN CHARACTER ARISTOCRACY VS DEMOCRACY	01374 9

*OBJECTIVES	1, TO REAFFIRM THE HUMANITIES CONTENTION THAT THERE IS ALWAYS MORE THAN ONE WAY TO TRUTH, 2, TO DEMONSTRATE TO THE STUDENT THE IMPORTANCE OF TONE IN ACHIEVING AN EFFECT IN EXPOSITORY WRITING, 3, TO ANALYZE ONE APPROACH TO EMPIRICAL OBSERVATIONS OF A SOCIETY,	01375 27 01375 28 01375 29 01375 30 01375 31
*PREREQUISITE	PREVIOUS MODULE,	01375 32
*EXPERIENCE	DISCUSSION: GEORGE SANTAYANA, [MATERIALISM AND IDEALISM IN AMERICAN LIFE], JUST AS SANTAYANA HAS OBSERVED THAT THE AMERICAN IS [AN IDEALIST WORKING ON MATTER,] SO MIGHT WE SAY THAT SANTAYANA IS A PHILOSOPHICAL MATERIALIST WORKING ON ESSENCES. ACCORDINGLY, HE IS NOT CONCERNED TO ACHIEVE THE EMPIRICAL PRECISION OF A SOCIAL SCIENTIST, YET HE IS PERSUASIVE, WHY? CLASS DISCUSSION SHOULD FOCUS ON SANTAYANA'S STYLE, WHAT IS THE SECRET OF THE PERSUASIVE AND GRACEFUL CHARM OF HIS ESSAY? IS IT LARGELY A MATTER OF TONE, OF URBANE AND GRACEFUL RHETORICAL MATTERS? IN A WORD, HOW DOES SANTAYANA PERSUADE US OF A THESIS THAT DOES NOT READILY LEND ITSELF TO EMPIRICAL PROOF? MOREOVER, STUDENTS SHOULD CONSIDER THE VALUE OF SANTAYANA'S APPROACH TO THE UNDERSTANDING OF THE AMERICAN CHARACTER AS AN INDISPENSABLE SUPPLEMENT TO THE EMPIRICAL FINDINGS OF SOCIAL SCIENTISTS,	01375 11 01375 12 01375 13 01375 14 01375 15 01375 16 01375 17 01375 18 01375 19 01375 20 01375 21 01375 22 01375 23 01375 24 01375 25 01375 26
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01375 10
*MATERIALS	GEORGE SANTAYANA, [MATERIALISM AND IDEALISM IN AMERICAN LIFE,] CHARACTER AND OPINION IN THE UNITED STATES,	01375 5 01375 8
*LEVEL	ALL GRADES	01375 8
*GENERAL	ALL CANDIDATES	01375 7
*HOURS	50 MINUTES	01375 6
*EVALUATION	IN THEIR JOURNALS, STUDENTS SHOULD CONTINUE WITH THE ISSUES RAISED IN CLASS DISCUSSION,	01375 33 01375 34
*FILE	SANTAYANA AMERICAN CHARACTER LOGICAL PROOFS	01375 9

THE QUEST FOR TRANSCENDENT REALITY

A growing number of thoughtful people today find that the great metaphysical systems of the past, both theological and philosophical, are no longer adequate as explanations of the meaning of man's life. At the same time, they sense that the whole of reality cannot be encompassed by scientific positivism. In a word, many sense that there is a dimension of reality that cannot be apprehended through rationalism, whether philosophical, theological or empirical. What, then, are the alternatives open to such people?

Some, confronted with what they perceive to be an either/or choice between reason, with all its limitations, and irrationality, with all its demonic potentialities, choose and uphold reason as the best of available alternatives in an imperfect world, fully aware that reason cannot satisfy the deepest yearnings of their being. Still others, often as not governed more by the heart than by the head, may seek alternatives that have the effect of negating reason or the rational consciousness. Such alternatives may be drugs, the distractions of sensate popular culture, the losing of self in various forms of secular religion, such as Facism or Communism or, finally, popular occultism in its myriad forms ranging from astrology to fanciful attempts to tap vast resevoirs of cosmic power in the quest for power and material success. The danger in all of these alternatives, of course, is that they either tend to negate reason which is our only immediate defense against religious and secular forms of superstition and fanaticism, or may tend to emphasize power without love.

Is there, then, a third alternative for those who affirm reason over various forms of irrationality and yet feel a profound spiritual hunger which reason or religious orthodoxies in their various forms cannot assauge? The mystics of all ages and in all sorts of cultural and intellectual contexts seem to bear witness to this possibility. For their means of apprehending a transcendent dimension of reality is neither rational nor irrational, but non-rational, a mode of consciousness that

seems to result usually from the disciplines of prayer, meditation and contemplation and which lead to perceptions of reality that elude precise philosophical, theological and aesthetic expression but may well be the source of the greatest examples of these modes of apprehending truth. Moreover the fruit of mystical consciousness seems always to be an ethical sensitivity that stems from a sense of agape rather than utilitarian expediency. Finally, the mystic, having lost his egotistical sense of selfhood, is no longer, like most men, concerned to acquire and use power, but rather radiates it in the form of love or agape, the probable source of man's ethical achievements thus far in the course of his history.

But one may ask why a section on the quest for transcendent reality in a course on American Culture, for Americans, after all, are anything but a mystically inclined people. Indeed, Americans, for the most part are activist, pragmatic people, who tend to be suspicious of contemplative, intellectual or aesthetic activity that may detract from their more usual concern to manipulate people and matter. Therefore in his attempts to compensate for a sense of spiritual vacuity, the American has often turned to fanatical religious enthusiasm, popular cults and fads or to an intensified quest for material goods---in a word, to various forms of physical and psychic excitement rather than to modes of periodic contemplation which, whether or not they lead to mystical consciousness, can nevertheless contribute to personal growth, to enhanced creativity and ethical sensitivity, to a new sense of identity with others that may lead to a more meaningful involvement in society, and to an intuitive apprehension of life's possibilities that may help to counter the temptation to succumb to fashionable modes of despair. Therefore many students, either consciously or unconsciously oppressed by the seemingly inexorable evolution of a cybernetic society, may receive as good news the fact that there has been and is in America a continuing quest for a mode of consciousness, which, liberated from the limitations of reason and of irrationality, seeks out a sense of transcendent reality that bears witness to the possibilities of more complete fullness of being.

*OBJECTIVES	1. TO INTRODUCE THE STUDENT TO ADDITIONAL MATERIAL WHICH DISCUSSES IDEAS RELEVANT TO SECTION B, THE QUEST FOR TRANSCENDANT REALITY, 2. TO IMPROVE THE STUDENT'S CRITICAL ABILITIES.	01376 28 01376 29 01376 30 01376 31
*PREREQUISITE	PREVIOUS MODULES,	01376 32
*EXPERIENCE	BOOK REVIEW! CHOOSE ONE OF THE FOLLOWING BOOKS TO BE REVIEWED IN ACCORDANCE WITH CRITERIA ESTABLISHED BY CLASS DISCUSSION TEMPERED BY THE INSTRUCTORS CONCERN TO ESTABLISH STANDARDS OF EXCELLENCE! 1. WILLIAM JAMES, THE VARIETIES OF RELIGIOUS EXPERIENCE, 2. RALPH HARPER, HUMAN LOVE--EXISTENTIAL AND MYSTICAL, 3. EVELYN UNDERHILL, MYSTICISM, 4. EVELYN UNDERHILL, PRACTICAL MYSTICISM, 5. ALFRED P. STIERNOTTE, ED., MYSTICISM AND THE MODERN MIND, 6. R. C. HAPPOLD, RELIGIOUS FAITH AND TWENTIETH-CENTURY MAN. THESE REVIEWS MAY BE CARRIED OUT IN TWO WAYS. THE STUDENT MAY WISH TO USE THE USUAL FORM OF BOOK REVIEWING, GIVING A CRITICAL ANALYSIS OF THE RELEVANCE AND EXECUTION OF THE MATERIAL IN ADDITION TO RELATING THIS ANALYSIS TO PERSONAL EXPERIENCES AND PERCEPTIONS, OR HE MAY EXPERIENCE MORE INTELLECTUAL BENEFIT BY RECORDING HIS RESPONSES TO THE BOOK IN HIS JOURNAL DURING THE COURSE OF HIS READING.	01376 11 01376 12 01376 13 01376 14 01376 15 01376 16 01376 17 01376 18 01376 19 01376 20 01376 21 01376 22 01376 23 01376 24 01376 25 01376 26 01376 27
*SETTING	INDEPENDENT COLLEGE	01376 10
*MATERIALS	BLANK	01376 5
*LEVEL	ALL GRADES	01376 8
*GENERAL	ALL CANDIDATES	01376 7
*HOURS	6	01376 6
*EVALUATION	THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF THEIR QUALITY AS A CRITICAL REVIEW, THEIR APPLICATIONS TO THE THEMES DISCUSSED, THEIR QUALITY AS APPRAISALS OF RELEVANCE RATHER THAN A [REHASH] OF MATERIALS GIVEN, AND THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND THE INSTRUCTOR.	01376 33 01376 34 01376 35 01376 36 01376 37
*FILE	REALITY REVIEW MYSTICISM	01376 38 01376 9

*OBJECTIVES	THIS MODULE'S PURPOSE, ASIDE FROM INTRODUCING SECTION B OF THE COURSE, IS HOPEFULLY TO LIBERATE THE STUDENT EMOTIONALLY AND INTELLECTUAL INsofar AS HE BECOMES AWARE THAT MYSTICS IN ALL TIMES AND PLACES BEAR WITNESS THAT REALITY AS WE USUALLY PERCEIVE IT IS NOT [ALL THERE IS] TO HUMAN EXISTENCE,	01377 20 01377 21 01377 22 01377 23 01377 24 01377 25
*PREREQUISITE	N/A.	01377 26
*EXPERIENCE	DISCUSSION! WALTER STACE, [WHAT IS MYSTICISM] THE TEACHINGS OF THE MYSTICS, DISCUSSION COULD FOCUS ON STACE'S RHETORICAL SKILL WITH REGARD TO THE ART OF DEFINITION, NOTING THAT HE IS JUST AS CAREFUL TO SHOW WHAT MYSTICISM IS NOT AS WELL AS WHAT IT ACTUALLY IS. STUDENTS SHOULD ALSO DIRECT THEIR ATTENTION TO THE PRACTICAL SIGNIFICANCE OF THE MYSTICAL CONSCIOUSNESS, REFERRING SPECIFICALLY TO THAT PART OF THE CHAPTER SUBTITLED [THE ETHICAL ASPECTS OF MYSTICISM].	01377 11 01377 12 01377 13 01377 14 01377 15 01377 16 01377 17 01377 18 01377 19

*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01377 10
*MATERIALS	WALTER STACE, THE TEACHINGS OF THE MYSTICS	01377 5
*LEVEL	ALL GRADES	01377 8
*GENERAL	ALL CANDIDATES	01377 7
*HOURS	50 MINUTES	01377 6
*EVALUATION	QUALITY OF JOURNAL ENTRY,	01377 27
*FILE	TRANSCENDENT REALITY WALTER STACE MYSTICISM	01377 9

*OBJECTIVES	TO LET THE STUDENT EXPERIENCE, EMOTIONALLY, AESTHETICALLY	01378 30
	AND INTELLECTUALLY, THE FACT THAT A MAN'S DEEPER	01378 31
	PERCEPTIONS OF REALITY CAN AND DO BREAK THROUGH AND	01378 32
	TRANSCEND [CLOSED] SYSTEMS OF THOUGHT,	01378 33
*PREREQUISITE	PREVIOUS MODULES,	01378 34
*EXPERIENCE	ASSIGNMENT: WALTER STACE, [CHRISTIAN MYSTICISM],	01378 11
	[RETROSPECT AND PROSPECT], EDWARD TAYLOR, [THE	01378 12
	EXPERIENCE], JONATHAN EDWARDS, [SARAH PIERREPONT],	01378 13
	LECTURE ON THE FIVE POINTS OF CALVINISM WITH PARTICULAR	01378 14
	EMPHASIS ON WHAT MIGHT BE CALLED THE PURITANS'S ULTRA	01378 15
	THEISM OR HIS NEARLY UNQUALIFIED EMPHASIS ON THE	01378 16
	SOVEREIGNTY OF GOD. THE LECTURER MAY WISH TO POINT TO THE	01378 17
	TENSION IN CHRISTIAN THEOLOGY BETWEEN CONCEPTIONS OF GOD'S	01378 18
	TRANSCENDENCE AND IMMANENCE AND FURTHER TO THE CONTRAST	01378 19
	BETWEEN WESTERN THEISM AND EASTERN PANTHEISM, DISCUSSION	01378 20
	ON TAYLOR'S POEM, NOTING THAT TAYLOR DID NOT WISH TO HAVE	01378 21
	HIS POEMS PUBLISHED, COULD CENTER ON HOW HIS MYSTICAL	01378 22
	VISION BORDERS ON HERESY, INSOFAR AS TAYLOR IS, FROM A	01378 23
	PURITAN'S POINT OF VIEW, UNCOMFORTABLY CLOSE TO ASSERTING,	01378 24
	LIKE A MEISTER ECKHART, THAT HE ACTUALLY ONE WITH GOD,	01378 25
	JONATHAN EDWARDS'S [SARAH PIERREPONT] ILLUSTRATES HOW THE	01378 26
	HUMAN PERSONALITY IS AFFECTED BY MYSTICAL CONSCIOUSNESS,	01378 27
	STUDENTS WILL ALSO WANT TO READ EDWARDS'S ACCOUNT OF HIS	01378 28
	SPIRITUAL PILGRIMAGE,	01378 29
*SETTING	LARGE GROUP COLLEGE	01378 10
*MATERIALS	WALTER STACE, THE TEACHINGS OF THE MYSTICS, THE VIKING	01378 5
	PORTABLE LIBRARY AMERICAN LITERATURE SURVEY COLONIAL AND	01378
	FEDERAL TO 1800,	01378
*LEVEL	ALL GRADES	01378 8
*GENERAL	ALL CANDIDATES	01378 7
*HOURS	50 MINUTES	01378 6
*EVALUATION	JOURNAL ENTRY SHOULD REFLECT AWARENESS BETWEEN MYSTICAL	01378 35
	CONSCIOUSNESS AND HUMAN BEHAVIOR,	01378 36
*FILE	MYSTICISM EDWARD TAYLOR JONATHAN EDWARDS	01378 9

*OBJECTIVES	THE STUDENT THROUGH READING EDWARDS, WOOLMAN, ETC, CAN	01379 35
	EXPERIENCE, AT LEAST PARTIALLY, THE EMOTIONAL POWER	01379 36
	RELATED TO MYSTICAL CONSCIOUSNESS, MOREOVER HE	01379 37
	EXPERIENCES INTELLECTUAL THE RELATIONSHIP BETWEEN THIS	01379 38
	STATE OF CONSCIOUSNESS AND ITS EFFECT ON ONE'S PERSONAL	01379 39
	LIFE AND ONE'S ORIENTATION TOWARD SOCIETY,	01379 40
*PREREQUISITE	PREVIOUS MODULE,	01379 41
*EXPERIENCE	ASSIGNMENT: JOHN WOOLMAN, JOURNAL IN THE PROTESTANT	01379 11
	MYSTICS, RALPH WALDO EMERSON, INTRODUCTION AND PART I OF	01379 12
	NATURE, HENRY DAVID THOREAU, JOURNAL IN THE PROTESTANT	01379 13
	MYSTICS, HENRY DAVID THOREAU, LAST CHAPT. OF WALDEN,	01379 14
	BRIEF LECTURE ON WOOLMAN EMPHASIZING HIS CONCERN FOR THE	01379 15
	PLIGHT OF THE NEGRO IN THE MIDDLE OF THE EIGHTEENTH	01379 16
	CENTURY, LONG BEFORE ABOLITIONISM BECAME A FORMAL	01379 17
	MOVEMENT, SUBSEQUENT CLASS DISCUSSION SHOULD NOT OVERLOOK	01379 18
	THE RELATIONSHIP BETWEEN WOOLMAN'S MYSTICAL CONSCIOUSNESS	01379 19

	AND THE SENSE OF EMPATHY WITH HIS FELLOW MEN THAT LED TO HIS BECOMING A GREAT SPIRIT OF REFORM, DISCUSSION ON EMERSON SHOULD FOCUS ON HIS FAMOUS ITRANSPARENT EYEBALLI PASSAGE IN PART I OF NATURE, IN CLASS DISCUSSION OR IN JOURNALS, STUDENTS MAY ASK WHETHER EMERSON'S QUASI-MYSTICAL STATE OF CONSCIOUSNESS SHOWS HIS AFFINITY TO WESTERN THEISM OR TO EASTERN PANTHEISM, AND NOTE HIS SAYING THAT IALL MEAN EGOTISM VANISHES, I IN THEIR JOURNALS, STUDENTS CAN CONSIDER IF THE PASSAGE FROM THOREAU'S JOURNAL DOES NOT ALTER THEIR PERCEPTION OF THE MEANING OF WALDEN. SOME STUDENTS MAY WISH TO READ THE LAST CHAPTER OF WALDEN TO DISCOVER WHAT HE HAS TO SAY ABOUT WHAT IT MEANS TO BE REALLY IAWAKE, I HIS DESIRE TO LIVE AN AUTHENTIC LIFE, AND THE IDEA OF RESURRECTION, NOTE ALSO REFERENCES TO THE EAST,	01379 20 01379 21 01379 22 01379 23 01379 24 01379 25 01379 26 01379 27 01379 28 01379 29 01379 30 01379 31 01379 32 01379 33 01379 34
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01379 10
*MATERIALS	WOOLMAN AND THOREAU SELECTIONS FROM THE PROTESTANT MYSTICS EDITED BY ANNE FREMANTLE, EMERSON ESSAY IN VIKING PORTABLE LIBRARY AM, LITERATURE SURVEY, AND ANY GOOD EDITION OF THOREAU'S WALDEN,	01379 5 01379 01379 01379
*LEVEL	ALL GRADES	01379 8
*GENERAL	ALL CANDIDATES	01379 7
*HOURS	CLASS PERIOD	01379 6
*EVALUATION	THOUGHTFUL DISCUSSION IN JOURNAL ON ISSUES RAISED IN CLASS,	01379 42 01379 43
*FILE	JOHN WOOLMAN EMERSON THOREAU	01379 9

*OBJECTIVES	TO EXPERIENCE THROUGH A WORK OF ART THE POSSIBILITY OF A MEANINGFUL RELATIONSHIP BETWEEN MYSTICAL CONSCIOUSNESS AND THE DEMOCRATIC ETHOS,	01380 24 01380 25 01380 26
*PREREQUISITE	PREVIOUS MODULES,	01380 27
*EXPERIENCE	ASSIGNMENT: WALT WHITMAN, ISONG OF MYSELF I, JAMES E. MILLER, JR, HAS CALLED WHITMAN'S ISONG OF MYSELF I A IDRAMATIC REPRESENTATION OF A MYSTICAL EXPERIENCE, I WITH THIS IN MIND, STUDENTS ARE INVITED TO EXPERIENCE THE POEM AS THE WORK OF A MAN WHOSE MYSTICAL CONSCIOUSNESS MARKEDLY AFFECTS HIS PERCEPTIONS OF HIS FELLOW MAN, LOVE, DEMOCRACY, GOD, THE NATURE OF SELF AND THE SIGNIFICANCE OF DEATH. STUDENTS, REFERRING BACK TO WALTER STACE'S COMMENTS ON WESTERN AND EASTERN MYSTICISM, SHOULD BE ALERT TO WHITMAN'S AFFINITIES TO THE EAST. 2SECTIONS 1-5 AND 50-52 MAY BE READ AS THE POET'S ATTEMPT TO DESCRIBE HIS GOING INTO AND COMING OUT OF THE MYSTICAL STATE OF CONSCIOUSNESS,	01380 11 01380 12 01380 13 01380 14 01380 15 01380 16 01380 17 01380 18 01380 19 01380 20 01380 21 01380 22 01380 23
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01380 10
*MATERIALS	WHITMAN'S LEAVES OF GRASS: HIS ORIGINAL EDITION, REPRINTED WITH AN INTRODUCTION BY MALCOLM COWLEY 2COMPASS BOOKS+. WHITMAN'S SONG OF MYSELF, EDITED BY JAMES E. MILLER 2DODD, MEAD+,	01380 5 01380 01380
*LEVEL	ALL GRADES	01380 8
*GENERAL	ALL CANDIDATES	01380 7
*HOURS	CLASS PERIOD	01380 6
*EVALUATION	THOUGHTFUL DISCUSSION IN JOURNAL OF ISSUES RAISED IN CLASS AND RELEVANCE TO STUDENT,	01380 28 01380 29
*FILE	WALT WHITMAN MYSTICISM ART	01380 9

*OBJECTIVES	TO LET THE STUDENT EXPERIENCE AESTHETICALLY A REMARKABLE ATTEMPT BY A CONTEMPORARY POET TO IMPART SPIRITUAL SIGNIFICANCE TO THE REALITIES OF A MODERN TECHNOLOGICAL	01381 22 01381 23 01381 24
-------------	---	----------------------------------

*PREREQUISITE	AGE,	01381	25
	PREVIOUS MODULES,	01381	26
*EXPERIENCE	ASSIGNMENT: HART CRANE, (MODERN POETRY), (TO BROOKLYN	01381	11
	BRIDGE) FROM THE BRIDGE, OUR CONCERN WITH CRANE IS NOT	01381	12
	WHETHER HE ACTUALLY ACHIEVED MYSTICAL CONSCIOUSNESS, AS	01381	13
	SUCH, AS MUCH AS HIS ATTEMPT TO ASSIMILATE AND THEN	01381	14
	SUBORDINATE THE REALITY OF MODERN TECHNOLOGY IN THE PSYCHE	01381	15
	OF MODERN MAN AND THEN MAKE OF BROOKLYN BRIDGE AN EXAMPLE	01381	16
	OF MODERN MAN'S TECHNOLOGICAL SKILL A SYMBOL OF	01381	17
	TRANSCENDENT UNITY, LECTURE ON CRANE'S BACKGROUND, AND	01381	18
	THE RELATIONSHIP BETWEEN THEORY AND PRACTICE AS	01381	19
	EXEMPLIFIED BY HIS ESSAY, (MODERN POETRY), AND HIS POEM,	01381	20
	(TO BROOKLYN BRIDGE),	01381	21
*SETTING	SMALL GROUP 21-22 STUDENTS, COLLEGE	01381	10
*MATERIALS	THE AMERICAN LITERARY RECORD, VOL II, EDITED BY WILLARD	01381	5
	THORP, ET AL,	01381	
*LEVEL	ALL GRADES	01381	8
*GENERAL	ALL CANDIDATES	01381	7
*HOURS	CLASS PERIOD	01381	6
*EVALUATION	JOURNAL ENTRY,	01381	27
*FILE	HART CRANE MYSTICISM POETRY	01381	9

THE QUEST FOR MATERIAL SUCCESS

In turning to the American quest for material success, we are reminded of Max Lerner's statement that the American is "the archetypal man of the West," or to put it another way, the man who manifests during the Reformation. In this section the student will perceive that the American Man, in the economic realm especially, is the epitome of the new middle class that was to gain ascendancy, politically and economically, over the older feudal order in Europe. In America, of course, the new man of the West was almost born free of the economic restraints that governed trade in the medieval period--"almost" in that the early Puritans of New England for a time felt a lingering medieval concern to establish limits on the taking of profit lest the saints be lured by the temptation of luxury away from their primary duty of serving their fellow men and God. Of course, this subordination of material to spiritual concerns was not to last; the New England saint became the prosperous Yankee trader who in turn became, like Calvin Coolidge, the man who felt that the business of America is business.

In this part the student will begin with an overview by Robert Heilbroner of Western economic development up to the emergence of the free market economy that characterizes modern times. He will then turn to Max Weber who explains how Calvinism, and later, New England Puritanism, provided the psychic impetus that made possible the intensity of American economic development. The student then moves on to selections by John Cotton, Benjamin Franklin, William Lawrence and Andrew Carnegie, all of whom exemplify the Weber thesis. A selection by Walter Rauchenbusch reflects the concern of the Social Gospel movement in the late 19th Century that economic individualism, rationalized by the ideologies of Classical economics and Social Darwinism, was undermining any possibility of Christian community. Sumner's essay shows how the "Protestant Ethic" had blended with Darwinian theory to become that kind of Social Darwinism

that insisted that the progress of society was contingent on permitting, through a government policy of laissez faire, the law of the "survival of the fittest" to run its natural course despite the social misery that would and did result from the policy. Jacob Riis, rejecting the determinism of the Social Darwinist, insisted that Americans can and must eliminate the poverty of the slums. The Great Gatsby reflects the tragic odessey of a Horatio Alger hero who is destroyed by a currrupt version of an American Dream now devoid of meaningful spiritual content.

*OBJECTIVES	1. TO INTRODUCE THE STUDENT TO BOOKS RELEVANT TO SECTION C OF THE COURSE, 2. TO ENABLE STUDENT TO IMPROVE HIS WRITING SKILL AND CRITICAL ABILITY,	01382 30 01382 31 01382 32
*PREREQUISITE	BLANK	01382 33
*EXPERIENCE	STUDENTS ARE TO PREPARE THE SECOND OF FOUR BOOK REPORTS USING ONE BOOK FROM THE FOLLOWING LIST, 1. RICHARD HOFSTADTER, SOCIAL DARWINISM IN AMERICAN THOUGHT 1860-1915, 2. SIDNEY FINE, LAISSEZ-FAIRE AND THE GENERAL WELFARE STATE, 3. THORSTIN VEBLIN, THE THEORY OF THE LEISURE CLASS, 4. EDWARD BELLAMY, LOOKING BACKWARD, 5. MORTON WHITE, SOCIAL THOUGHT IN AMERICA: THE REVOLT AGAINST FORMALISM, 6. KENNETH LYNN, THE AMERICAN DREAM OF SUCCESS, THESE BOOKS ARE TO BE REVIEWED IN ACCORDANCE WITH CRITERIA ESTABLISHED BY CLASS DISCUSSION TEMPERED BY THE INSTRUCTOR'S CONCERN TO ESTABLISH STANDARDS OF EXCELLENCE, THE REVIEWS MAY BE CARRIED OUT IN TWO WAYS, THE STUDENT MAY WISH TO USE THE USUAL FORM OF BOOK REVIEWING, GIVING A CRITICAL ANALYSIS OF THIS RELEVANCE AND EXECUTION OF THE MATERIAL IN ADDITION TO RELATING THIS ANALYSIS TO PERSONAL EXPERIENCES AND PERCEPTIONS, OR HE MAY EXPERIENCE MORE INTELLECTUAL BENEFIT BY RECORDING HIS RESPONSES TO THE BOOK IN HIS JOURNAL DURING THE COURSE OF HIS READING,	01382 11 01382 12 01382 13 01382 14 01382 15 01382 16 01382 17 01382 18 01382 19 01382 20 01382 21 01382 22 01382 23 01382 24 01382 25 01382 26 01382 27 01382 28 01382 29
*SETTING	INDEPENDENT COLLEGE	01382 10
*MATERIALS	BLANK	01382 5
*LEVEL	ALL GRADES	01382 8
*GENERAL	ALL CANDIDATES	01382 7
*HOURS	6	01382 6
*EVALUATION	THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF THEIR QUALITY, AS CRITICAL REVIEWS, THEIR APPLICABILITY TO THE THEMES DISCUSSED, THEIR QUALITY AS APPRAISALS OF RELEVANCE RATHER THAN A [REHASH] OF MATERIALS GIVEN, AND THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND THE INSTRUCTOR,	01382 34 01382 35 01382 36 01382 37 01382 38 01382 39
*FILE	BOOK REVIEW ASSIGNMENT WRITING SKILLS	01382 9
*OBJECTIVES	1. HEILBRONER ESSAY ASSIGNED TO GIVE THE STUDENT AN OVERVIEW OF WESTERN ECONOMIC HISTORY, 2. TO PROVIDE THE STUDENT WITH ONE ANALYSIS OF ECONOMIC HISTORY THAT MAY ASSIST IN EXPLAINING AMERICAN MATERIALISM,	01383 16 01383 17 01383 18 01383 19
*PREREQUISITE	BLANK	01383 20
*EXPERIENCE	ASSIGNMENT: ROBERT HEILBRONER, THE ECONOMIC REVOLUTION, [THE WORLDLY PHILOSOPHERS] ZEISSANDESS PAPERBACK, BE PREPARED WITH SUFFICIENT KNOWLEDGE OF AMERICAN ECONOMIC ANTECEDENTS TO INTELLIGENTLY CONSIDER THE [PROTESTANT ETHIC] IN AMERICA IN MODULE 16,	01383 11 01383 12 01383 13 01383 14 01383 15
*SETTING	INDEPENDENT COLLEGE	01383 10
*MATERIALS	BLANK	01383 5
*LEVEL	ALL GRADES	01383 8
*GENERAL	ALL CANDIDATES	01383 7
*HOURS	25 MINUTES OUT OF CLASS	01383 6
*EVALUATION	THE STUDENT MAY RECORD HIS REACTIONS TO HEILBRONER'S THESIS AND CONSIDER WHETHER GIVEN HIS PERSONAL EXPERIENCES AND PERCEPTIONS, HE SUPPORTS THE ANALYSIS,	01383 21 01383 22 01383 23
*FILE	ROBERT HEILBRONER ECONOMIC HISTORY AMERICAN MATERIALISM	01383 9

*OBJECTIVES	1. TO ILLUSTRATE HOW ARTISTIC EXPRESSION REFLECTS THE DOMINANT THEMES OF A SOCIETY, 2. TO EMPHASIZE THAT IN ORDER TO PERCEIVE AND ANALYZE A SOCIETY, ONE MUST LOOK AT EVERY ASPECT OF LIFE,	01384 20 01384 21 01384 22 01384 23
*PREREQUISITE	BLANK	01384 24
*EXPERIENCE	VIEW AT INDEPENDENT STUDY CARRELS A DISCUSSION AND ILLUSTRATIONS OF ART, ARCHITECTURE AND PAINTING AS THEY REFLECT THE AMERICANS SEARCH FOR MATERIAL SUCCESS, ONE TOPIC MAY BE THE ARCHITECTURE OF FRANK LLOYD WRIGHT AND LOUIS SULLIVAN, ALTHOUGH THE SPECIFIC AREAS WILL BE DETERMINED BY THE [BRAINPOWER] RESOURCES AVAILABLE IN THE HUMANITIES AND ART DEPARTMENTS TO PREPARE THESE PROGRAMS, MUSIC OR POETRY PRESENTATIONS COULD ALSO BE MADE IN ACCORDANCE WITH THIS THEME,	01384 11 01384 12 01384 13 01384 14 01384 15 01384 16 01384 17 01384 18 01384 19
*SETTING	INDEPENDENT COLLEGE	01384 10
*MATERIALS	INDIVIDUAL STUDY CARRELS, SLIDES, AUDIOTAPES OR VIDEO TAPES OF THE ABOVE PRESENTATIONS, CAROUSEL PROJECTOR AND RECORDER,	01384 5 01384
*LEVEL	ALL GRADES	01384 8
*GENERAL	ALL CANDIDATES	01384 7
*HOURS	1-2 HOURS	01384 6
EVALUATION	REACTION IN JOURNALS SHOULD REFLECT A THE STUDENTS PERCEPTION THAT ARTISTIC EXPRESSION CAN BE UTILIZED TO ANALYZE THE DOMINANT THEMES OF A SOCIETY, B* THE STUDENTS ATTITUDES AND FEELINGS TOWARD THESE ARTISTIC EXPRESSIONS,	01384 25 01384 26 01384 27 01384 28
*FILE	ART AMERICAN CHARACTER ARCHITECTURE	01384 9

*OBJECTIVES	TO PRESENT TO THE STUDENT THE THESIS THAT IDEAS AFFECT SOCIAL AND ECONOMIC INSTITUTIONS CONTRARY TO MARXIST ASSERTIONS OF MATERIALISTIC DETERMINISM,	01385 19 01385 20 01385 21 01385 22
*PREREQUISITE	HUMANITIES I + II, MODULES ON MARX	
*EXPERIENCE	ASSIGNMENT; MAX WEBER, FROM THE PROTESTANT ETHIC AND THE SPIRIT OF CAPITALISM, IN A BRIEF LECTURE, THE INSTRUCTOR MAY WISH TO SHOW THAT THE WEBER THESIS, LIKE ANY OTHER, HAS ITS WEAKNESSES, BUT THAT ITS MAIN INSIGHTS TEND ON THE WHOLE TO ENJOY GENERAL ACCEPTANCE, A GENERAL DISCUSSION MAY ENSUE OF THE CONTRASTS, COMPARISONS AND VALIDITY OF WEBER'S THESIS AND MARX'S THESIS OF MATERIALISTIC DETERMINISM AS PRESENTED IN HUMANITIES I + II,	01385 11 01385 12 01385 13 01385 14 01385 15 01385 16 01385 17 01385 18
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	01385 10
*MATERIALS	MAN IN CONTEMPORARY SOCIETY, VOL II ≥COLUMBIA UNIV, PRESS,	01385 5
*LEVEL	ALL GRADES	01385 8
*GENERAL	ALL CANDIDATES	01385 7
*HOURS	CLASS PERIOD	01385 6
*EVALUATION	STUDENTS SHOULD SHOW IN CLASS DISCUSSION AND IN THEIR JOURNALS SOPHISTICATED FAMILIARITY WITH THE PROTESTANT ETHIC IN ITS ORIGINAL FORM AND SHOULD BE ABLE TO ANTICIPATE THE TRANSMUTATIONS IT WOULD UNDER-GO IN THE 18TH AND 19TH CENTURIES,	01385 23 01385 24 01385 25 01385 26 01385 27
*FILE	MAX WEBER PROTESTANT ETHIC CAPITALISM	01385 9

*OBJECTIVES	TO GET THE STUDENT TO MEET THE PURITAN ON HIS OWN GROUND	01386 26
	RATHER FROM THE PERSPECTIVE OF MODERN TIMES,	01386 27
*PREREQUISITE	PREVIOUS MODULES	01386 28
*EXPERIENCE	ASSIGNMENT: JOHN COTTON, [A CHRISTIAN CALLING],	01386 11
	DISCUSSION: OBVIOUSLY PURITANS ARE NOT POPULAR THESE	01386 12
	DAYS, LARGELY BECAUSE OF POPULAR MISCONCEPTIONS AND IN	01386 13
	PART BECAUSE OF THE WEBER THESIS, BUT IT OUGHT TO BE	01386 14
	NOTED THAT WEBER IS CRITICAL NOT SO OF THE PURITAN ETHIC,	01386 15
	AS SUCH, AS OF ITS SECULAR FORM IN MODERN TIMES, IN WHICH	01386 16
	ECONOMIC INDIVIDUALISM HAS COME TO PREVAIL OVER THE	01386 17
	PURITANS PRIMARY SENSE OF DUTY TO GOD AND TO THE	01386 18
	COMMUNITY, IN THE INTERESTS OF ACQUIRING A MORE	01386 19
*FILE	HUMANITIES ART CULMINATING ACTIVITIES	00900009
	SOPHISTICATED UNDERSTANDING OF THE PURITAN, THEN, STUDENT	01386 20
	DISCUSSION SHOULD FOCUS ON DEFENDING THE PURITANS FROM	01386 21
	CURRENT MYTH AND CLICHES ABOUT THEM, AS A BASIS FOR THIS	01386 22
	DISCUSSION, STUDENTS SHOULD HAVE READ PERRY MILLER, [THE	01386 23
	PURITAN WAY OF LIFE] IN PURITANISM IN EARLY AMERICA	01386 24
	PROBLEMS IN AMERICAN CIVILIZATION 2D, C. HEATH SERIES*,	01386 25
SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE	01386 10
*MATERIALS	JOHN COTTON, [A CHRISTIAN CALLING] IN THE AMERICAN	01386 5
	PURITANS, EDITED BY PERRY MILLER, PERRY MILLER, [THE	01386
	PURITAN WAY OF LIFE] IN PURITANISM IN EARLY AMERICA,	01386
	PROBLEMS IN AMERICAN CIVILIZATION 2D, C. HEATH*	01386
*LEVEL	ALL GRADES	01386 #
*GENERAL	ALL CANDIDATES	01386 7
*HOURS	CLASS PERIOD	01386 6
*EVALUATION	STUDENT SHOULD BE ABLE TO DEMONSTRATE IN HIS JOURNAL THAT	01386 29
	HE UNDERSTANDS THE RELEVANCE OF THE COTTON SERMON TO THE	01386 30
	WEBER THESIS, HE SHOULD ALSO PURSUE FURTHER THE DEFENSE	01386 31
	OF THE PURITAN BEGUN IN CLASS DISCUSSION,	01386 32
*FILE	JOHN COTTON PROTESTANT ETHIC PURITANS	01386 9

*OBJECTIVES	TO SHOW THE STUDENT HOW AN OLDER INTELLECTUAL AND	01387 27
	RELIGIOUS HERITAGE CAN AND DOES SURVIVE IN A TRANSMUTED	01387 28
	FORM IN A NEW CULTURAL CONTEXT,	01387 29
*PREREQUISITE	PREVIOUS MODULE	01387 30
*EXPERIENCE	ASSIGNMENT: RUSSEL B. NYE, [INTRODUCTION] TO	01387 11
	AUTOBIOGRAPHY AND OTHER WRITINGS BY BENJAMIN FRANKLIN,	01387 12
	RELIGIOUS CREDO 2P, 87 OF NYE VOLUME* INSCRIPTION ON	01387 13
	PARENTS' TOMB, P. 9 [ADVICE TO A YOUNG TRADESMAN] [THE	01387 14
	WAY TO WEALTH] 2TO BE READ SELECTIVELY, PROJECT FOR MORAL	01387 15
	PERFECTION, P. 75FF. SINCE THE RELEVANCE OF THE FRANKLIN	01387 16
	SELECTIONS TO THE WEBER THESIS SHOULD BE IMMEDIATELY	01387 17
	APPARENT, THIS CLASS PERIOD COULD BE USED TO LECTURE ON	01387 18
	THE ESSENTIAL DIFFERENCES BETWEEN NEW ENGLAND PURITANISM	01387 19
	AND THE AMERICAN ENLIGHTENMENT IN ORDER THAT STUDENTS	01387 20
	MIGHT BETTER UNDERSTAND LECTURE COULD BE PURITAN PIETY	01387 21
	VERSUS FRANKLIN'S UTILITARIAN ETHIC AND THE RELATION OF	01387 22
	THE LATTER TO WORDLY SUCCESS, THE NYE ESSAY SHOULD BE	01387 23
	READ BY STUDENTS LEST THEY FAIL TO PERCEIVE FRANKLIN AS	01387 24
	THE TRULY COMPLEX AND BRILLIANT MAN THAT HE WAS RATHER	01387 25
	THAN THE MORE POPULAR CONCEPTION OF HIM AS POOR RICHARD,	01387 26
*SETTING	LARGE GROUP COLLEGE	01387 10
*MATERIALS	RUSSEL B. NYE, AUTOBIOGRAPHY AND OTHER WRITINGS BY	01387 5
	BENJAMIN FRANKLIN	01387
*LEVEL	ALL GRADES	01387 8
*GENERAL	ALL CANDIDATES	01387 7
*HOURS	CLASS PERIOD	01387 6
*EVALUATION	IN THEIR JOURNALS, STUDENTS SHOULD TRY TO RELATE FRANKLIN	01387 31
	TO WHAT IS LOOSELY REFERRED TO IN OUR TIME AS	01387 32
	[CONVENTIONAL] OR [MIDDLE CLASS MORALITY],	01387 33
*FILE	BENJAMIN FRANKLIN PROTESTANT ETHIC PURITANS	01387 9

*OBJECTIVES	TO POINT OUT TO THE STUDENT THE TENSION IN THE AMERICAN PROTESTANT CHURCH IN THE LATE 19TH CENTURY BETWEEN IDEALS OF INDIVIDUAL REGENERATION AND SOCIAL REGENERATION,	01388 25
		01388 26
*PREREQUISITE	PREVIOUS MODULES	01388 27
*EXPERIENCE	ASSIGNMENT: WILLIAM LAWRENCE, [THE RELATION OF WEALTH TO MORALS] IN MAIN PROBLEMS IN AMERICAN HISTORY EDITED BY HOWARD H. QUINT, ET AL., PP. 77-8 ANDREW CARNEGIE, [A TALK TO YOUNG MEN] FROM THE ROAD TO BUSINESS SUCCESS IN MAIN PROBLEMS IN AMERICAN HISTORY, PP. 59-60 REINHOLD NIEBUHR, PART I OF [PROSPERITY AND VIRTUE], THE IRONY OF AMERICAN HISTORY, PP. 46-54 WALTER RASCHENBUSCH, FROM PRAYERS OF THE SOCIAL AWAKENING IN AN AMERICAN PRIMER, EDITED BY DANIEL ROORSTIN, PP. 751-56, LECTURE ON SOCIAL GOSPEL MOVEMENT WHICH AROSE IN THE LATE 19TH CENTURY TO COUNTER THE MORE USUAL KIND OF CONSERVATISM FOUND IN THE PROTESTANT CHURCH AS EXEMPLIFIED BY SUCH MEN AS WILLIAM LAWRENCE, THE LECTURE COULD CONCLUDE WITH CONTEMPORARY FORMS OF THE SOCIAL GOSPEL AS MODIFIED BY NEO-ORTHODOXY,	01388 28
		01388 11
		01388 12
		01388 13
		01388 14
		01388 15
		01388 16
		01388 17
		01388 18
		01388 19
		01388 20
		01388 21
		01388 22
		01388 23
		01388 24
*SETTING	LARGE GROUP COLLEGE	01388 10
*MATERIALS	SEE ASSIGNMENT LISTED,	01388 5
*LEVEL	ALL GRADES	01388 8
*GENERAL	ALL CANDIDATES	01388 7
*HOURS	CLASS PERIOD	01388 6
*EVALUATION	STUDENTS SHOULD ADDRESS THEMSELVES IN THEIR JOURNALS TO THE PROBLEM OF INDIVIDUAL VERSUS SOCIAL SALVATION OR REGENERATION, WHICH SHOULD PRECEDE THE OTHER. WHY CAN ONE OF THESE FORMS OF [SALVATION] EXCLUDE THE OTHER?	01388 29
		01388 30
		01388 31
		01388 32
*FILE	SOCIAL GOSPEL PROTESTANT ETHIC CARNEGIE RASCHENBUSCH	01388 9

*OBJECTIVES	TO INTRODUCE THE STUDENT TO A DETERMINISTIC CLUSTER OF IDEAS THAT ARE STILL USED TODAY, IN ONE FORM OR ANOTHER, AS ARGUMENTS SOCIAL REFORM NECESSITATED BY THE ADVANCE OF TECHNOLOGY,	01389 24
		01389 25
		01389 26
		01389 27
*PREREQUISITE	PREVIOUS MODULES	01389 28
*EXPERIENCE	ASSIGNMENT: RICHARD HOFSTADTER, [INTRODUCTION], SOCIAL DARWINISM IN AMERICAN THOUGHT, PP. 3-12 WILLIAM GRAHAM SUMNER, FROM [THE CHALLENGE OF FACTS] IN MAIN PROBLEMS IN AMERICAN HISTORY, PP. 75-7, LECTURE: THE LECTURE SHOULD ATTEMPT TO SHOW HOW THE PROTESTANT ETHIC HAS IN THE LATTER DECADES OF THE 19TH CENTURY MERGED WITH CLASSICAL ECONOMICS AND SOCIAL DARWINISM TO BECOME, WITH SUMNER, WHAT HOFSTADTER CALLS A SECULARIZED [NATURALISTIC CALVINISM], ACCORDING TO WHICH MEN ARE CAUGHT UP IN A	01389 11
		01389 12
		01389 13
		01389 14
		01389 15
		01389 16
		01389 17
		01389 18
		01389 19
		01389 20
		01389 21
		01389 22
		01389 23
*SETTING	LARGE GROUP COLLEGE	01389 10
*MATERIALS	SEE ASSIGNMENT,	01389 5
*LEVEL	ALL GRADES	01389 8
*GENERAL	ALL CANDIDATES	01389 7
*HOURS	CLASS PERIOD	01389 6
*EVALUATION	IN THEIR JOURNALS, STUDENTS SHOULD ADDRESS THEMSELVES TO DETERMINING WHY THE IDEOLOGY OF SOCIAL DARWINISM IS NO LONGER DEFENSIBLE TODAY,	01389 29
		01389 30
		01389 31
*FILE	SOCIAL DARWINISM PROTESTANT ETHIC CLASSICAL ECONOMICS	01389 9

*OBJECTIVES	TO LET STUDENTS EXPERIENCE THROUGH THESE DOCUMENTS THE DIFFERENCE BETWEEN SOCIAL DETERMINISTS, SUCH AS SUMNER, WHO THOUGHT THAT SOCIETY COULD BE ALTERED ONLY AT ITS PERIL AND PRAGMATISTS, SUCH AS WARD AND RIIS, WHO FELT THAT THE STATE MUST BE INCREASINGLY RESPONSIVE IN THE AREA OF SOCIAL JUSTICE.	01390 20 01390 21 01390 22 01390 23 01390 24 01390 25
*PREREQUISITE	PREVIOUS MODULES	01390 26
*EXPERIENCE	ASSIGNMENT: LESTER FRANK WARD, FROM (FALSE NOTIONS OF GOVERNMENT), IN MAIN PROBLEMS IN AMERICAN HISTORY, VOL II, PP, 75-77 JACOB RIIS, INTRODUCTION TO (THE BATTLE WITH THE SLUMS) IN AN AMERICAN PRIMER, EDITED BY DANIEL J. BOORSTIN, PP, 665-672, DISCUSSION: CONTRAST LESTER WARD AND JACOB RIIS TO WILLIAM GRAHAM SUMNER WITH REGARD TO THE THEN PREVAILING DOCTRINES OF LAISSEZ FAIRE AND SOCIAL DARWINISM, NOTICE HOW RIIS AND WARD ANTICIPATE THE CONCERNS OF CONTEMPORARY SOCIAL REFORMERS.	01390 11 01390 12 01390 13 01390 14 01390 15 01390 16 01390 17 01390 18 01390 19
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01390 10
*MATERIALS	SEE ASSIGNMENTS GIVEN.	01390 5
*LEVEL	ALL GRADES	01390 8
*GENERAL	ALL CANDIDATES	01390 7
*HOURS	CLASS PERIOD	01390 6
*EVALUATION	THOUGHTFUL DISCUSSION IN JOURNALS SHOULD CONTINUE EVALUATING SOCIAL DARWINISM.	01390 27 01390 28
*FILE	REFORM DARWINISM JACOB RIIS LESTER WARD	01390 9

*OBJECTIVES	AFTER READING AND THEN DISCUSSING THE NOVEL, THE STUDENT SHOULD BE ABLE TO PERCEIVE HOW A NOVEL, IN THIS CASE ONE OSTENSIBLY ABOUT THE GAUDY 1920SS, CAN ON CLOSE EXAMINATION REVEAL SOME OF THE MYTHIC PATTERNS OF THE AMERICAN EXPERIENCE.	01391 19 01391 20 01391 21 01391 22 01391 23
*PREREQUISITE	BLANK	01391 24
*EXPERIENCE	ASSIGNMENT: F. SCOTT FITZGERALD, THE GREAT GATSBY, DISCUSSION: A CRITIC, MARIUS BEWLEY, ASSERTS THAT (THE GREAT GATSBY OFFERS SOME OF THE SEVEREST AND CLOSEST CRITICISM OF THE AMERICAN DREAM THAT OUR LITERATURE AFFORDS). SUBSEQUENT DISCUSSION OF THIS JUDGMENT COULD BE ORIENTED TOWARD ATTEMPTING TO DETERMINE HOW AN OUTSTANDING NOVEL, SUCH AS THE GREAT GATSBY, CAN HELP TO REVEAL THE PSYCHIC LANDSCAPE OF A PEOPLE.	01391 11 01391 12 01391 13 01391 14 01391 15 01391 16 01391 17 01391 18
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01391 10
*MATERIALS	SEE ASSIGNMENT.	01391 5
*LEVEL	BLANK	01391 8
*GENERAL	ALL CANDIDATES	01391 7
*HOURS	CLASS PERIOD	01391 6
*EVALUATION	THE JOURNAL ENTRIES SHOULD REFLECT THE STUDENTS PERCEPTIONS AND ATTITUDES TOWARD THE GREAT GATSBY AS A REFLECTION OF THE PSYCHIC LANDSCAPE OF A PEOPLE, THEY MIGHT ALSO COMPARE THIS TO OTHER NOVELS THEY HAVE READ.	01391 25 01391 26 01391 27 01391 28
*FILE	F. SCOTT FITZGERALD THE GREAT GATSBY AMERICAN CHARACTER	01391 9

*OBJECTIVES	SEE PREVIOUS MODULE	01392 16
*PREREQUISITE	PREVIOUS MODULE	01392 17
*EXPERIENCE	ASSIGNMENT: F. SCOTT FITZGERALD, THE GREAT GATSBY, DISCUSSION: CONTINUE DISCUSSION FROM PREVIOUS CLASS PERIOD. STUDENTS MAY BRING REFLECTIONS AND COMPARISONS WITH OTHER NOVELS THEY HAVE READ WHICH MIGHT ASSIST IN AN ANALYSIS OF THE AMERICAN CHARACTER.	01392 11 01392 12 01392 13 01392 14 01392 15
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01392 10
*HOURS	CLASS PERIOD	01392 6
*LEVEL	ALL GRADES	01392 8
*GENERAL	ALL CANDIDATES	01392 7
*MATERIALS	BLANK	01392 5
*EVALUATION	SEE PREVIOUS MODULE 1391.	01392 18
*FILE	F. SCOTT FITZGERALD THE GREAT GATSBY AMERICAN CHARACTER	01392 9

INTRODUCTION TO PART D

THE AMERICAN SENSE OF MISSION

"For we must consider that we shall be as a City upon a Hill, the eyes of all people are upon us." Thus John Winthrop told his fellow Puritans in 1630 that theirs was a grave responsibility to live in charity toward God and one another in order that the Massachusetts Bay Colony might serve as a model for the Reformation in England and on the Continents. And then, almost a century and a half later, the Declaration of Independence announced to all mankind the exhilarating message "That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness." Thus Winthrop and Jefferson, the one asserting divine law, the other, natural law, gave expression to an American sense of mission, a sense of having been chosen to fulfill a special destiny to create a new Jerusalem, a city on a hill that would be a beacon of hope to all mankind.

American successes in the fulfillment of her best image of herself are, of course, the very stuff of our heritage and the source of hope for the future. Yet our successes have been qualified by ironic paradoxes. The ascetic indifference of the Puritan to worldly luxury would in time make him affluent and increasingly indifferent to the life of the spirit. And during the very decades of the Jacksonian era when Americans achieved "universal" manhood suffrage, hopes for the gradual abolition of slavery faded as Southerners came to regard their "peculiar institution" as a "positive Good." And having been set free by the Civil War, the Negro was ironically thrust into the social and psychological prison of Jim Crow segregation. Finally, having played a responsible role on the international scene after World War II through the Marshall plan and foreign aid to underdeveloped countries, America is now faced with the terrible irony that in Vietnam her military forces are destroying a country in order to save it from certain of its own people.

This section of humanities, then, is concerned with illuminating America's sense of mission, taking note, at the same time, of the abuses of this tradition. Perry Miller writes of the Puritan "Jeremiads" preached in the late 17th Century by ministers distraught by their conviction that God's chosen people in New England had broken their sacred covenant with Him in that the New Jerusalem was fast becoming a Babylon. But with the Declaration in 1775 comes new hope for mankind under the aegis of natural law. By the 1840's, however, America's original sense of mission is transmuted into her "manifest destiny" to occupy the entire continent even if it meant taking in a war with Mexico what is now Arizona, Nevada, California, Utah, and parts of New Mexico, Colorado and Wyoming.

The racist orientation of much of the florid rhetoric of "Manifest Destiny," reflected especially in Thomas Hart Benton's speech, was used to justify the annexation of the Phillipine Islands against the will of their people. Finally, both Martin Luther King and Reinhold Niebuhr refer to America's traditional sense of mission and the dangers inherent in the facile abuses of that tradition that may come of our enormous economic and military power. Robin Scroggs draws on the Old Testament prophets Amos, Isaiah, and Jeremiah to suggest parallels between our present situation on the international scene and that of the ancient kings of Israel who experienced defeat through their failure to understand the true meaning of God's covenant with the children of Israel.

*OBJECTIVES	1. TO INTRODUCE THE STUDENT TO MORE EXTENSIVE MATERIALS RELEVANT TO SECTION D OF THE COURSE, 2. TO ENABLE THE STUDENT TO IMPROVE HIS WRITING SKILL AND CRITICAL ABILITY.	01393 32 01393 33 01393 34
*PREREQUISITE	BLANK	01393 35
*EXPERIENCE	ASSIGNMENT: STUDENTS ARE TO PREPARE THE THIRD OF FOUR BOOK REVIEWS USING ONE OF THE FOLLOWING: 1, ALBERT K. WEINBERG, MANIFEST DESTINY, A STUDY OF NATIONALIST EXPANSIONISM IN AMERICAN HISTORY, 2, JULIUS S. PRATT, EXPANSIONISTS OF 1898: THE ACQUISITION OF HAWAII AND THE SPANISH ISLANDS, 3, GEORGE KENNAN, AMERICAN DIPLOMACY, 1900-1950, 4, WALTER LIPPMANN, THE PUBLIC PHILOSOPHY, 5, RICHARD HOFSTADTER, SOCIAL DARWINISM IN AMERICAN THOUGHT, 6, HANS MORGANTHAU, IN DEFENSE OF THE NATIONAL INTEREST, 7, VIETNAM: HISTORY, DOCUMENTS AND OPINIONS ON A MAJOR WORLD CRISIS, EDITED BY MARVIN E. GETTLEMAN, THESE BOOKS ARE TO BE REVIEWED IN ACCORDANCE WITH CRITERIA ESTABLISHED BY CLASS DISCUSSION TEMPERED BY THE INSTRUCTOR'S CONCERN TO ESTABLISH STANDARDS OF EXCELLENCE. THE REVIEWS MAY BE CARRIED OUT IN TWO WAYS, THE STUDENT MAY WISH TO USE THE USUAL FORM OF BOOK REVIEWING, GIVING CRITICAL ANALYSIS OF THE RELEVANCE AND EXECUTION OF THE MATERIAL IN ADDITION TO RELATING THIS ANALYSIS TO PERSONAL EXPERIENCES AND PERCEPTIONS, OR HE MAY EXPERIENCE MORE INTELLECTUAL BENEFIT BY RECORDING HIS RESPONSES TO THE BOOK IN HIS JOURNAL DURING THE COURSE OF HIS READING.	01393 11 01393 12 01393 13 01393 14 01393 15 01393 16 01393 17 01393 18 01393 19 01393 20 01393 21 01393 22 01393 23 01393 24 01393 25 01393 26 01393 27 01393 28 01393 29 01393 30 01393 31
*SETTING	BLANK COLLEGE	01393 10
*MATERIALS	BLANK	01393 5
*LEVEL	ALL GRADES	01393 8
*GENERAL	ALL CANDIDATES	01393 7
*HOURS	6	01393 6
*EVALUATION	THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF THEIR QUALITY AS CRITICAL REVIEWS, THEIR APPLICABILITY TO THE THEMES DISCUSSED IN THE COURSE TO DATE, THEIR QUALITY AS APPRAISALS OF RELEVANCE RATHER THAN A [REHASH] OF THE TEXT, AND THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND THE INSTRUCTOR.	01393 36 01393 37 01393 38 01393 39 01393 40 01393 41
*FILE	BOOK REVIEW EXPANSIONISM IMPERIALISM	01393 9
*OBJECTIVES	TO ENABLE STUDENTS TO POINT TO THE ORIGINS OF AMERICA'S SENSE OF DESTINY,	01394 30 01394 31
*PREREQUISITE	PREVIOUS MODULES	01394 32
*EXPERIENCE	ASSIGNMENT: PERRY MILLER, [ERRAND INTO THE WILDERNESS], ERRAND INTO THE WILDERNESS, PP, 1-15, JOHN WINTHROP, [A MODEL OF CHRISTIAN CHARITY: IN AN AMERICAN PRIMER, PP, 26-43] READ LAWRENCE W. TOWNER FORWARD AND AFTERWORD, LECTURE: THE SIGNIFICANCE OF THE ARABELLA VOYAGE SHOULD BE PUT INTO PERSPECTIVE WITH A BRIEF LECTURE ON THE PURITAN MOVEMENT IN EARLY 17TH CENTURY ENGLAND WITH PARTICULAR EMPHASIS ON CONGREGATIONALISM AND THE PURITANS' COVENANT THEOLOGY AS IT PERTAINED TO ONE'S RELATIONSHIP TO GOD, THE CHURCH AND THE STATE, DISCUSSION: IN CLASS DISCUSSION, IF TIME PERMITS, OR IN JOURNALS, STUDENTS SHOULD SHOW THEIR AWARENESS OF WINTHROP'S SENSE OF HAVING BEEN COMMISSIONED BY GOD TO HELP ESTABLISH A MODEL SOCIETY FOR ALL REFORM CHRISTIANS TO EMULATE, NOTING WINTHROP'S CONCLUDING WARNING WITH REGARD TO THE DIRE CONSEQUENCES OF OF BREAKING FAITH WITH GOD, STUDENTS CAN THEN APPRECIATE PERRY MILLER'S ESSAY ON THE JEREMIAHS OF THE LATE 17TH CENTURY THAT WERE AIMED AT RESTORING A CHOSEN PEOPLE'S SENSE OF RESPONSIBILITY,	01394 11 01394 12 01394 13 01394 14 01394 15 01394 16 01394 17 01394 18 01394 19 01394 20 01394 21 01394 22 01394 23 01394 24 01394 25 01394 26 01394 27 01394 28 01394 29
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01394 10
*MATERIALS	BLANK	01394 5
*LEVEL	ALL GRADES	01394 8
*GENERAL	ALL CANDIDATES	01394 7
*HOURS	CLASS PERIOD	01394 6
*EVALUATION	JOURNAL ENTRIES SHOULD REVEAL AN AWARENESS OF THE ORIGINS OF AMERICA'S SENSE OF DESTINY,	01394 33 01394 34
*FILE	JOHN COTTON PURITANS AMERICAN SENSE OF MISSION	01394 9

*OBJECTIVES	DISCUSSION IS DESIGNED TO STIMULATE STUDENTS TO BEGIN THINKING SERIOUSLY ABOUT THE WAYS IN WHICH AMERICA CAN FULFILL HER RESPONSIBILITIES AT HOME AND ABROAD IN THE DECADES TO COME, WHAT SHOULD BE OUR GOAL IN FOREIGN POLICY AND HOW CAN IT BEST BE CARRIED OUT, STUDENTS SHOULD LEARN TO ANTICIPATE THE LONG TERM CONSEQUENCES OF POLICY DECISIONS,	01395 22 01395 23 01395 24 01395 25 01395 26 01395 27 01395 28
*PREREQUISITE	PREVIOUS MODULE	01395 29
*EXPERIENCE	ASSIGNMENT: THOMAS JEFFERSON, [THE DECLARATION OF INDEPENDENCE] IN AN AMERICAN PRIMER, PP, 83-93 READ INTRODUCTION AND AFTERWORD BY HENRY STEELE COMMAGER, HENRY STEELE COMMAGER, [OUR DECLARATION IS STILL A RALLYING CRY,] IN AMERICAN CONTROVERSY, EDITED BY PAUL K. DEMPSEY AND RONALD E. MCFARLAND, PP, 21-30, DISCUSSION: DISCUSS COMMAGER'S ESSAY AS A CONTEMPORARY STATEMENT OF AMERICA'S SENSE OF MISSION, THE INSTRUCTOR MAY ALSO WANT TO EMPHASIZE AND DISCUSS THE SIGNIFICANCE AND ORIGIN OF CERTAIN POINTS IN THE DECLARATION OF INDEPENDENCE AS THEY AND REFLECT THE DOMINANT THEMES OF THIS COURSE,	01395 11 01395 12 01395 13 01395 14 01395 15 01395 16 01395 17 01395 18 01395 19 01395 20 01395 21
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01395 10
*MATERIALS	SEE ASSIGNMENT	01395 5
*LEVEL	ALL GRADES	01395 8
*GENERAL	ALL CANDIDATES	01395 7
*HOURS	CLASS PERIOD	01395 6
*EVALUATION	IN THEIR JOURNALS, STUDENTS SHOULD TRY TO FORMULATE LONG TERM GOALS IN DOMESTIC AND FOREIGN POLICY THAT WILL TEND TO FULFILL OUR BEST CONCEPTIONS OF AMERICA'S SIGNIFICANCE IN MODERN HISTORY,	01395 30 01395 31 01395 32 01395 33
*FILE	JEFFERSON DECLARATION OF INDEPENDENCE HENRY STEELE	01395 5

	COMMAGER	01395
*OBJECTIVES	1. TO PERCEIVE THE SIGNIFICANCE OF THE GETTYSBURG ADDRESS IN VIEW OF WHAT IS HAPPENING IN AMERICA TODAY, 2. TO FURTHER PERCEIVE REALITY IN A GIVEN CONTEXT, 3. TO IMAGINE HOW THE PEOPLE IN 1863 MIGHT HAVE FELT ABOUT THE DANGERS THEY WERE FACING,	01396 23 01396 24 01396 25 01396 26 01396 27
*PREREQUISITE	PREVIOUS MODULES,	01396 28
*EXPERIENCE	ASSIGNMENT: ABRAHAM LINCOLN, [THE GETTYSBURG ADDRESS,] IN AN AMERICAN PRIMER, PP, 435-440 READ FORWARD AND AFTERWORD BY ALLEN NEVINS, WALT WHITMAN, [A PASSAGE TO INDIA,] IN VIKING LITERATURE LIBRARY, THE AMERICAN ROMANTICS 1800-1860, PP, 554-564, A DISCUSSION SHOULD CENTER AROUND THE SIGNIFICANCE OF THE ADDRESS IN VIEW OF WHAT IS HAPPENING IN AMERICA TODAY--ARE THERE ANY SIMILARITIES AND HOW MIGHT LINCOLN HAVE RESPONDED TO THEM, THE STUDENTS MIGHT ALSO TRY TO IMAGINE HOW THE PEOPLE AT THAT TIME FELT ABOUT THE DANGER OF THE UNITED STATES SPLITTING, WHAT RELEVANT MESSAGE MIGHT THESE TWO SELECTIONS HAVE FOR US IN TODAY'S CRISIS,	01396 11 01396 12 01396 13 01396 14 01396 15 01396 16 01396 17 01396 18 01396 19 01396 20 01396 21 01396 22
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01396 10
*MATERIALS	BLANK	01396 5
*LEVEL	ALL GRADES	01396 8
*GENERAL	ALL CANDIDATES	01396 7
*HOURS	CLASS PERIOD	01396 6
*EVALUATION	IN THEIR JOURNALS, THE STUDENTS MIGHT ATTEMPT TO PLACE THEMSELVES IN THE AUDIENCE AT GETTYSBURG AND TRY TO IMAGINE WHAT IT WAS LIKE TO BE THERE AND WHAT IMPACT LINCOLN'S MESSAGE MIGHT HAVE HAD UPON THEM,	01396 29 01396 30 01396 31 01396 32
*FILE	LINCOLN WHITMAN AMERICAN SENSE OF DESTINY	01396 9

*OBJECTIVES	1. TO ILLUSTRATE HOW ARTISTIC EXPRESSION REFLECTS THE DOMINANT THEMES OF A SOCIETY, 2. TO EMPHASIZE THAT IN ORDER TO PERCEIVE AND ANALYZE A SOCIETY ONE MUST LOOK AT EVERY ASPECT OF LIFE,	01397 19 01397 20 01397 21 01397 22
-------------	--	--

*PREREQUISITE	PREVIOUS MODULES,	01397 23
*EXPERIENCE	VIEW AT INDEPENDENT STUDY CARRELS A TAPED LECTURE WITH	01397 11
	ILLUSTRATIONS OF ART, ARCHITECTURE AND PAINTING IN AMERICA	01397 12
	AS THEY REFLECT THE AMERICAN SENSE OF DESTINY, MUSIC OR	01397 13
	POETRY MIGHT ALSO BE PRESENTED AS THEY REFLECT THIS THEME,	01397 14
	THE SPECIFIC MATERIALS TO BE DISCUSSED AND THE POINTS TO	01397 15
	BE MADE WILL BE DETERMINED BY THE [BRAINPOWER] RESOURCES	01397 16
	AVAILABLE IN THE HUMANITIES AND ART DEPARTMENTS AT THE	01397 17
	UNIVERSITY PREPARING THESE PROGRAMS,	01397 18
*SETTING	INDEPENDENT COLLEGE	01397 10
*MATERIALS	INDIVIDUAL STUDY CARRELS, SLIDES, AUDIO OR VIDEO TAPES OF	01397 5
	THE PRESENTATION, CAROUSEL PROJECTORS AND RECORDERS,	01397
*LEVEL	ALL GRADES	01397 8
*GENERAL	ALL CANDIDATES	01397 7
*HOURS	1-2	01397 6
*EVALUATION	REACTION IN JOURNALS SHOULD REFLECT: 1. THE STUDENT'S	01397 24
	PERCEPTION THAT ARTISTIC EXPRESSION CAN BE UTILIZED TO	01397 25
	ANALYZE THE DOMINANT THEMES OF A SOCIETY; 2. THE STUDENT'S	01397 26
	ATTITUDES AND FEELINGS TOWARD THESE ARTISTIC EXPRESSIONS,	01397 27
*FILE	ART AMERICAN CHARACTER POETRY	01397 9

*OBJECTIVES	TO DEVELOP THE STUDENT'S SENSITIVITY TO WAYS IN WHICH A	01398 27
	NATION'S BEST IDEALS CAN BE USED TO JUSTIFY MORALLY	01398 28
	QUESTIONABLE ENDS, OBJECTIVE IS ALSO TO DEVELOP THE	01398 29
	STUDENT'S ABILITY TO PERCEIVE THE TRANSMUTATION OF OLD	01398 30
	IDEAS IN NEW CONTEXTS,	01398 31
*PREREQUISITE	PREVIOUS MODULE	01398 32
*EXPERIENCE	ASSIGNMENT: RAMON EDUARDO RUJIZ, [MANIFEST DESTINY AND THE	01398 11
	MEXICAN WAR] IN MAIN PROBLEMS IN AMERICAN HISTORY, VOL I,	01398 12
	PP. 341-349. JOHN L. O'SULLIVAN, [ANNEXATION] IN MAIN	01398 13
	PROBLEMS IN AMERICAN HISTORY, PP. 364-68, THOMAS HART	01398 14
	BENTON, SENATE SPEECH IN MAIN PROBLEMS IN AMERICAN	01398 15
	HISTORY, PP. 368-70, DISCUSSION: ATTENTION SHOULD BE	01398 16
	DIRECTED TO OBSERVING HOW LESS THAN NOBLE ENDS CAN BE	01398 17
	RATIONALIZED WITH RHETORIC THAT DRAWS ON A PEOPLE'S MOST	01398 18
	CHERISHED TRADITIONS AND APPEALS TO THEIR MOST PROVINCIAL	01398 19
	PREJUDICES, STUDENTS SHOULD NOTICE HOW THE AMERICAN SENSE	01398 20
	OF DESTINY WAS TRANSMUTED BY SUCH MEN AS O'SULLIVAN AND	01398 21
	BENTON INTO [MANIFEST DESTINY,] AN EXPANSIONIST SENTIMENT	01398 22
	INFORMED BY ASSUMPTIONS OF RACIAL SUPERIORITY,	01398 23
	ALTERNATIVE: A MEXICAN EXCHANGE STUDENT OR PROFESSOR	01398 24
	COULD BE ASKED TO PRESENT HIS PERSPECTIVE ON THE MEXICAN	01398 25
	WAR OF 1846,	01398 26
*SETTING	BLANK COLLEGE	01398 10
*MATERIALS	SEE ASSIGNMENT	01398 5
*LEVEL	ALL GRADES	01398 8
*GENERAL	ALL CANDIDATES	01398 7
*HOURS	CLASS PERIOD	01398 6
*EVALUATION	JOURNAL ENTRIES SHOULD REFLECT AN UNDERSTANDING OF THE	01398 33
	ISSUES RAISED IN CLASS DISCUSSION,	01398 34
*FILE	THOMAS HART BENTON JOHN L. O'SULLIVAN MANIFEST DESTINY	01398 9

*OBJECTIVES	TO GIVE STUDENTS EXPERIENCE IN THINKING OUT POSSIBLE	01399 25
	ALTERNATIVES THAT A NATION MAY HAVE IN A GIVEN SITUATION	01399 26
	ON THE INTERNATIONAL SCENE, THE OBJECTIVE IS TO SHOW THAT	01399 27
	UP TO A POINT A NATION DOES HAVE OPTIONS AND THAT SOME ARE	01399 28
	BETTER THAN OTHERS AS DETERMINED BY A RATIONAL ESTIMATE OF	01399 29
	LONG-TERM CONSEQUENCES,	01399 30

*PREREQUISITE	PREVIOUS MODULE	01399	31
*EXPERIENCE	ASSIGNMENT: NORMAN A. GRAEBNER, [AMERICAN IMPERIALISM] IN01399	11	
	MAIN PROBLEMS IN AMERICAN HISTORY, VOL II, PP, 123-132,	01399	12
	JOSIAH STRONG, FROM OUR COUNTRY IN MAIN PROBLEMS IN	01399	13
	AMERICAN HISTORY, VOL II PP, 132-4, ALFRED THAYER MAHAN, 01399	14	
	FROM THE INTEREST OF AMERICA IN SEA POWER IN MAIN PROBLEMS01399	15	
	IN AMERICAN HISTORY, VOL II, PP, 134-6, DISCUSSION: 01399	16	
	WORKING FROM THE PERSPECTIVE OFFERED BY GRAEBNER'S ESSAY, 01399	17	
	CLASS DISCUSSION SHOULD FOCUS ON HOW A NATION CAN WORK 01399	18	
	ITSELF INTO A [BIND] ON THE INTERNATIONAL SCENE AS A 01399	19	
	RESULT OF MIXED MOTIVES AND ASSUMPTIONS, SUCH AS 01399	20	
	HUMANITARIANISM, DARWINIAN RACISM, A SENSE OF DESTINY, 01399	21	
	IDEALISM AND SELF-INTEREST, STUDENTS MIGHT ADDRESS 01399	22	
	THEMSELVES TO BUILDING A CASE EITHER FOR OR AGAINST THE 01399	23	
	ANNEXATION OF THE PHILIPPINE ISLANDS, 01399	24	
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01399	10
*MATERIALS	SEE ASSIGNMENT	01399	5
*LEVEL	ALL GRADES	01399	8
*GENERAL	ALL CANDIDATES	01399	7
*HOURS	CLASS PERIOD	01399	6
*EVALUATION	STUDENTS MIGHT DISCUSS IN THEIR JOURNAL THE ALTERNATIVES 01399	32	
	THAT MIGHT BE OPEN TO FOREIGN POLICY MAKERS WITH REGARD TO01399	33	
	SOME CURRENT INTERNATIONAL PROBLEM, 01399	34	
*FILE	JOSIAH STRONG A, T, MAHAN IMPERIALISM MANIFEST DESTINY 01399	9	

*OBJECTIVES	1. TO BECOME AWARE OF THE RACISM IN AMERICA'S BACKGROUND, 01400	22	
	2. TO RELATE PAST EXPERIENCES WITH PRESENT CRISES AND 01400	23	
	CONSIDER THE ALTERNATIVE POLICIES AVAILABLE GIVEN THESE 01400	24	
	THEMES IN THE AMERICAN PAST, 01400	25	
*PREREQUISITE	PREVIOUS MODULES, 01400	26	
*EXPERIENCE	ASSIGNMENT: SENATOR ALBERT J. BEVERIDGE, [THE MARCH OF 01400	11	
	THE FLAG,] IN AN AMERICAN PRIMER, PP, 644-53 2READ FORWARD01400	12	
	AND AFTERWORD BY ERNEST R. MAY, [PLATFORM OF THE AMERICAN01400	13	
	ANTI-IMPERIALIST LEAGUE,] IN AMERICAN ISSUES THE SOCIAL 01400	14	
	RECORD, VOL. II, PP, 911-12, MARK TWAIN, [FRAGMENTS FROM 01400	15	
	A SUPPRESSED BOOK CALLED 2GLANCES AT HISTORY, OR 2OUTLINES01400	16	
	OF HISTORY, 2] IN LETTERS FROM THE EARTH, PP, 96-100, 01400	17	
	DISCUSSION SHOULD CENTER AROUND RACISM AND PROTESTANT 01400	18	
	PROVINCIALISM IN AMERICA'S PAST, THUS AMERICANS SET OUT 01400	19	
	TO UPHOLD THE WHITE MAN'S BURDEN AND WATCH OUT FOR THE 01400	20	
	SAVAGE'S TERRITORIES, 01400	21	
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01400	10
*MATERIALS	BLANK	01400	5
*LEVEL	ALL GRADES	01400	8
*GENERAL	ALL CANDIDATES	01400	7
*HOURS	CLASS PERIOD	01400	6
*EVALUATION	IN THEIR JOURNALS THE STUDENTS MAY ATTEMPT TO TIE PAST 01400	27	
	EXPERIENCE TO PRESENT POLICIES 2E.G, VIETNAM, 01400	28	
*FILE	BEVERIDGE TWAIN MANIFEST DESTINY 01400	9	

*OBJECTIVES	TO INCREASE THE STUDENT'S SENSITIVITY TO THE GREAT DANGERS01401	21	
	INHERENT IN A NATION'S POSSESSION OF DISPROPORTIONATE 01401	22	
	ECONOMIC AND MILITARY POWER AND TO STIMULATE FURTHER 01401	23	
	THINKING ABOUT AMERICAN RESPONSIBILITIES IN THE FUTURE, 01401	24	
*PREREQUISITE	PREVIOUS MODULE 01401	25	
*EXPERIENCE	ASSIGNMENT: MARTIN LUTHER KING, [ADDRESS] BY MARTIN 01401	11	
	LUTHER KING ON MARCH 25, 1967 AT A PEACE RALLY IN CHICAGO 01401	12	
	REINHOLD NIEBUHR, [THE AMERICAN FUTURE,] THE IRONY OF 01401	13	
	AMERICAN HISTORY, PP, 130-50, 2SCHRIENER PAPERBACK, 01401	14	
	DISCUSSION: DISCUSSION COULD FOCUS ON KING'S SPEECH AS AN01401	15	
	EXPRESSION OF CONCERN OVER THE ABUSES OF AMERICA'S SENSE 01401	16	
	OF MISSION AS WELL AS A CALL FOR ITS REGENERATION, RELATE01401	17	
	HIS COMMENTS ON THE ARROGANCE AND ABUSES OF POWER TO 01401	18	
	NIEBUHR'S CALL FOR AMERICAN HUMILITY IN THE HANDLING OF 01401	19	
	HER ENORMOUS POWER ON THE INTERNATIONAL SCENE, 01401	20	
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01401	10
*MATERIALS	SEE ASSIGNMENT 01401	5	

*LEVEL	ALL GRADES	01401	8
*GENERAL	ALL CANDIDATES	01401	7
*HOURS	CLASS PERIOD	01401	6
*EVALUATION	IN THEIR JOURNALS STUDENTS MIGHT RELATE NIEBUHR'S IDEAS TO CURRENT PROBLEMS IN FOREIGN POLICY,	001401	26
		01401	27
*FILE	MARTIN LUTHER KING REINHOLD NIEBUHR VIETNAM AMERICAN SENSE OF DESTINY	01401	9
		01401	

*OBJECTIVES	TO STIMULATE STUDENT THINKING ON THE PERENNIAL PROBLEM OF HOW POWER CAN BE CONTROLLED AND USED CREATIVELY RATHER THAN FOR PREDATORY OR CONFUSED ENDS,	01402	21
		01402	22
		01402	23
*PREREQUISITE	PREVIOUS MODULES	01402	24
*EXPERIENCE	ASSIGNMENT: ROBIN J. SCROGGS, [THE HUMANISTIC PURSUIT OF VALUES,] DARTMOUTH ALUMNI MAGAZINE, MAY 1967 DISCUSSION: THE MAJOR ISSUES RAISED IN THE PREVIOUS CLASS DISCUSSION ON KING AND NIEBUHR CAN NOW BE PLACED IN BIBLICAL PERSPECTIVE WITH SCROGGS POINTING TO PARALLELS BETWEEN THE PRESENT AND THE ANCIENT WORLD OF AMOS, ISIAH, AND JEREMIAH WITH REGARD TO THE TEMPTATIONS OF POWER, ALTERNATIVE TO CLASS DISCUSSION: LOCAL CLERGY AND THEOLOGICIANS COULD BE ASKED TO HOLD A PANEL DISCUSSION ON THE ISSUES THAT EMERGE FROM THE SCROGGS ESSAY,	01402	11
		01402	12
		01402	13
		01402	14
		01402	15
		01402	16
		01402	17
		01402	18
		01402	19
		01402	20
*SETTING	LARGE GROUP SMALL GROUP 21-12 STUDENTS+ COLLEGE	01402	10
*MATERIALS	BLANK	01402	9
*LEVEL	ALL GRADES	01402	8
*GENERAL	ALL CANDIDATES	01402	7
*HOURS	CLASS PERIOD	01402	6
*EVALUATION	STUDENT JOURNALS SHOULD REFLECT UNDERSTANDING OF HOW THE GREAT PROPHETS OF THE JUDAEO-CHRISTIAN TRADITION ARE STILL RELEVANT, EVEN CRUCIAL, IN ENABLING US TO PERCEIVE THE REALITY OF OUR PRESENT INTERNATIONAL SITUATION,	01402	25
		01402	26
		01402	27
		01402	28
*FILE	OLD TESTAMENT PROPHETS MARTIN LUTHER KING REINHOLD NIEBUHR	01402	9
		01402	

*OBJECTIVES	TO DEMONSTRATE THE TENACITY OF THE AMERICAN SENSE OF MISSION AND TO SUGGEST WHAT THE AMERICAN DREAM OUGHT TO BE,	01403	24
		01403	25
		01403	26
*PREREQUISITE	PREVIOUS MODULES	01403	27
*EXPERIENCE	PROGRAM FOR CLASS PERIOD LISTEN TO RECORDINGS OF THE FOLLOWING: JOHN KENNEDY [INAUGURAL ADDRESS] MARTIN LUTHER KING, [I HAVE A DREAM] JOAN BAEZ, [WE SHALL OVERCOME] [THE STAR-SPANGLED BANNER] -- VERSES 1 - 2 [AMERICA THE BEAUTIFUL] STUDENTS WILL, OF COURSE, PERCEIVE KENNEDY'S SPEECH BOTH AS AN EXPRESSION OF AMERICAN DESTINY AND OF HIS CONCERN TO DISCOVER WAYS OF USING POWER RESPONSIBLY, KING'S POETIC SPEECH IS PERHAPS OUR FINEST EXPRESSION OF WHAT THE AMERICAN DREAM REALLY IS AND OUGHT TO BE, FINALLY, STUDENTS COULD CONSIDER WHETHER THE [STAR-SPANGLED BANNER] OR [AMERICA THE BEAUTIFUL] BEST REPRESENTS THE SPIRIT OF THE KIND OF COUNTRY THEY WISH AMERICA TO BE,	01403	11
		01403	12
		01403	13
		01403	14
		01403	15
		01403	16
		01403	17
		01403	18
		01403	19
		01403	20
		01403	21
		01403	22
		01403	23
*SETTING	LARGE GROUP COLLEGE	01403	10
*MATERIALS	BLANK	01403	9
*LEVEL	ALL GRADES	01403	8
*GENERAL	ALL CANDIDATES	01403	7
*HOURS	CLASS PERIOD	01403	6
*EVALUATION	IN THEIR JOURNALS STUDENTS SHOULD ATTEMPT TO FORMULATE THEIR VERSION OF THE AMERICAN DREAM, AVOIDING ALL THE WHILE THE PITFALL OF SENTIMENTALITY,	01403	28
		01403	29
		01403	30
*FILE	KENNEDY INAUGURAL MARTIN LUTHER KING AMERICAN DREAM	01403	9

THE CONTINUATION OF THE AMERICAN QUEST

Having thus far attempted to apprehend the essence of American Civilization by examining various facets of the American experience, that is, the quest for ways of fulfilling the American dream in its myriad forms, we turn now to speculations about the future.

In this future, about which we now speculate, it may well be observed by historians that the 1960's marked the real beginning of general awareness that America had entered a period of crisis, the outcome of which is presently far from clear. Moreover, it may be observed that America was the crucible for the working out of problems which ultimately were to engulf the whole of Western Civilization and later the "Third World" as well. In a word, the 1960's may well be regarded as the period in which Americans realized that change and flux rather than stability in all realms of life seemed closer to being a description of the normative reality of human existence than were traditional models of reality. Part E is, therefore, concerned to provide the student the stimulus to begin thinking about the future, the shape of which will be determined by the extent to which men grow to a new level of consciousness, to a more vital sense of responsibility for creating a truly human community dedicated to enabling each person to develop his human potential to the fullest.

The United Nation's Declaration of Human Rights points to the possibility of this community. Kenneth Boulding suggests that we are presently undergoing the throes of transition from Civilization to Post-Civilization, a period of human history in which the United Nations Declaration could be realized

offers the refreshing view that man is primarily a social rather than an economic being, whose economic needs could be met without liberal capitalism's dependence on the fear of hunger or the lure of profits and without Soviet Communism's reliance on

totalitarian coercion. Michael Crozier, a sympathetic observer of the American scene, tries to explain the growing unrest of young people and the dispossessed in America in terms of their fear of and frequent inability to cope with the demands of an increasingly "rational" society. Marshall McLuhan describes the development of an entirely new state of consciousness as a result of new forms of mass media. And Richard Shaull, a Princeton theologian, points to the emergence of a new state of social consciousness among young people, as well as the peoples of the Third World, whose condition fails to improve under contemporary forms of colonialism.

F. C. Happold outlines the reasons for contemporary man's spiritual crisis, his dark night of the soul, which, Happold suggests, may be the prelude to new and more relevant modes of spiritual consciousness. With Joseph Fletcher, we turn to an attempt to salvage ethics amid a growing awareness of the prevalence of moral relativism with its attendant dangers of antinomian irresponsibility. Both Fletcher, and de Chardin on another level, point to the centrality of love in human existence, while Harvey Cox deftly treats the abuses of Eros in American culture. Martin Luther King describes the role of love or "agape" in the realm of social action, pointing to its centrality in his theory of social reform through non-violent resistance to injustice.

Finally, Henry Steele Commager and David Reisman, each in his own way, remind us that creativity best flourishes under conditions of political and psychological freedom, thus echoing de Toqueville's warning that an "equality of condition" by no means guarantees intellectual freedom, without which there can be no lasting or meaningful human progress.

Since most of the essays described above are speculative and therefore controversial, the emphasis in this section of humanities should fall more on dialogue than on the transmission of knowledge, as such. Whenever possible, then, class periods should be given over to question and response sessions between guest lecturers and students or to panel discussions carried out by guests expert in their respective areas of knowledge

and by students particularly interested in the issues at hand.

*OBJECTIVES	1. TO IMPROVE STUDENT'S WRITING SKILL + CRITICAL ABILITY,	01404 36
	2. TO INTRODUCE THE STUDENT TO ADDITIONAL MATERIALS WHICH	01404 37
	DISCUSS IDEAS RELEVANT TO SECTION + AMERICAN FUTURE,	01404 38
*PREREQUISITE	PREVIOUS MODULES	01404 39
*EXPERIENCE	BOOKS FOR THE FOURTH OF FOUR BOOK REVIEWS, 1, NORMAN O,	01404 11
	BROWN, LOVE'S BODY 2, NORMAN O, BROWN, LIFE AGAINST	01404 12
	DEATH 3, HERBERT MARCUSE, EROS AND CIVILIZATION	01404 13
	4, CHARLES L. SANBORN, THE QUEST FOR PARADISE 5, LEO	01404 14
	MARX, THE MACHINE IN THE GARDEN 6, ERICH FROMM, THE ART	01404 15
	OF LOVING 7, JOHN MACQUARRIE, TWENTIETH CENTURY RELIGIOUS	01404 16
	THOUGHT 8, HARVEY COX, THE SECULAR CITY 9, FOUR	01404 17
	EXISTENTIALIST THEOLOGIANS: A READER FROM THE WORKS OF	01404 18
	JACQUES MARITAIN, NICOLAS BERDYAEV, MARTIN BUBER AND PAUL	01404 19
	TILLICH, EDITED BY WILL HERBERG, 10, ALAN W. WATTS, THIS	01404 20
	IS IT AND OTHER ESSAYS 11, HERBERT FINGARETTE, THE SELF	01404 21
	IN TRANSFORMATION PSYCHOANALYSIS, PHILOSOPHY AND THE LIFE	01404 22
	OF THE SPIRIT 12, ABRAHAM KAPLAN, THE WORLD OF PHILOSOPHY	01404 23
	13, FLOYD W. MATSON, THE BROKEN IMAGE MAN, SCIENCE AND	01404 24
	SOCIETY 14, JOSEPH WOOD KRUTCH, THE MEASURE OF MAN ON	01404 25
	FREEDOM, SURVIVAL, AND THE MODERN TEMPER 15, THE NEW	01404 26
	RADICALS: A REPORT WITH DOCUMENTS BY PAUL JACOBS AND SAUL	01404 27
	LANDAU VINTAGE 16, CLINTON ROSSITER, CONSERVATISM IN	01404 28
	AMERICA THE THANKLESS PERSUASION 17, JOHN BROOKS, THE	01404 29
	GREAT LEAP THE PAST TWENTY-FIVE YEARS IN AMERICA	01404 30
	18, STOKLEY CARMICHAEL AND CHARLES V. HAMILTON, BLACK	01404 31
	POWER: THE POLITICS OF LIBERATION IN AMERICA,	01404 32
	19, MARSHALL McLuhan, UNDERSTANDING MEDIA 20, BISHOP	01404 33
	ROBINSON, HONEST TO GOD 21, TOWARD A NEW CHRISTIANITY,	01404 34
	EDITED BY THOMAS J. J. ALTIZER	01404 35
*SETTING	INDEPENDENT SMALL GROUP 21-22 STUDENTS+ BLANK	01404 10
*MATERIALS	REVIEWS SHOULD BE PREPARED IN ACCORDANCE WITH THE CRITERIA	01404 5
	ESTABLISHED IN MODULES 1376, 1382 + 1394,	01404
*LEVEL	ALL GRADES	01404 8
*GENERAL	ALL CANDIDATES	01404 7
*HOURS	8	01404 6
*EVALUATION	THE INSTRUCTOR WILL EVALUATE THESE REPORTS IN TERMS OF	01404 40
	THEIR QUALITY AS A CRITICAL REVIEW, THEIR APPLICABILITY TO	01404 41
	THE THEMES DISCUSSED, THEIR QUALITY AS APPRAISALS OF	01404 42
	RELEVANCE RATHER THAN A [REHASH] OF MATERIALS GIVEN, AND	01404 43
	THEIR ADHERENCE TO CRITERIA ESTABLISHED BY THE CLASS AND	01404 44
	THE INSTRUCTOR,	01404 45
*FILE	BOOK REVIEW ASSIGNMENT AMERICAN FUTURE	01404 9

*OBJECTIVES	TO INTRODUCE THE STUDENT TO THE THESIS THAT WAR IS NOT	01405 24
	INEVITABLE, THAT MAN IS FREE TO CHOOSE NOT TO DESTROY	01405 25
	HIMSELF IN SOME HOLOCAUST OF THE FUTURE, AND THAT THERE	01405 26
	ARE ALTERNATIVES TO THE WAY NATIONS PRESENTLY RELATE TO	01405 27
	ONE ANOTHER,	01405 28
*PREREQUISITE	PREVIOUS MODULES	01405 29
*EXPERIENCE	ASSIGNMENT: UNITED NATIONS GENERAL ASSEMBLY, [A UNIVERSAL	01405 11
	DECLARATION OF HUMAN RIGHTS] KENNETH E. BOULDING, [THE	01405 12
	GREAT TRANSITION] AND [THE WAR TRAP,] THE MEANING OF THE	01405 13
	20TH CENTURY, GUEST LECTURE A CULTURAL ANTHROPOLOGIST,	01405 14
	ASHLEY MONTAGU FOR EXAMPLE, COULD LECTURE ON THE THESIS	01405 15
	THAT HUMAN BEINGS ARE NOT INEXORABLY BOUND TO AGGRESSIVE	01405 16
	PATTERNS OF BEHAVIOR AND THAT AGGRESSIVENESS PATTERNS OF	01405 17
	BEHAVIOR AND THAT AGGRESSIVENESS IS BY NO MEANS UNIVERSAL	01405 18
	IN ALL THE CULTURES KNOWN TO ANTHROPOLOGISTS, ALTERNATIVE	01405 19
	GUEST LECTURE KENNETH BOULDING, OR SOMEONE COMPARABLE,	01405 20
	COULD BE INVITED TO ELABORATE ON POINTS MADE IN [THE WAR	01405 21
	TRAP] WITH PARTICULAR REFERENCE TO CURRENT AMERICAN	01405 22
	POLICY,	01405 23
*SETTING	LARGE COLLEGE	01405 10
*MATERIALS	BLANK	01405 5
*LEVEL	ALL GRADES	01405 8

*GENERAL	ALL CANDIDATES	01405	7
*HOURS	1	01405	6
*EVALUATION	THOUGHTFUL DISCUSSION IN JOURNAL	01405	30
*FILE	UNITED NATIONS AMERICAN FUTURE BOULDER	01405	9
*OBJECTIVES	TO INTRODUCE STUDENTS TO THE THESIS THAT MAN'S ECONOMIC BEHAVIOR CAN AND DOES CHANGE AND THAT HE ACTUALLY CAN EXERCISE CONTROL OVER WHAT 19TH CENTURY THEORISTS REGARDED AS AN AUTONOMOUS MARKET SYSTEM GOVERNED BY INEXORABLE ECONOMIC LAWS.	01406	22
		01406	23
		01406	24
		01406	25
		01406	26
*PREREQUISITE	PREVIOUS MODULES	01406	27
*EXPERIENCE	ASSIGNMENT: KARL POLANYI, [OUR OBSOLETE MARKET ECONOMY,] COMMENTARY, VOL 3, NO. 2 FEB, 1947, 109-166, ALSO FOUND IN MAN IN CONTEMPORARY SOCIETY, VOL II, PREPARED BY THE CONTEMPORARY CIVILIZATION STAFF OF COLUMBIA UNIVERSITY, GUEST LECTURE: IT IS SUGGESTED THAT H. SCOTT COOK, AN ANTHROPOLOGIST AT MICHIGAN STATE UNIVERSITY AND AN EXPERT ON POLANYI, BE INVITED TO ADDRESS STUDENTS ON THE STRENGTHS AND WEAKNESSES OF POLANYI'S THESIS AND ON POLANYI'S MAIN ASSERTION THAT MAN IS A SOCIAL BEING RATHER THAN AN ECONOMIC BEING WHOSE LIFE HAS TO BE DETERMINED BY ECONOMIC FORCES.	01406	11
		01406	12
		01406	13
		01406	14
		01406	15
		01406	16
		01406	17
		01406	18
		01406	19
		01406	20
		01406	21
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01406	10
*MATERIALS	BLANK	01406	5
*LEVEL	ALL GRADES	01406	8
*GENERAL	ALL CANDIDATES	01406	7
*HOURS	CLASS PERIOD	01406	6
*EVALUATION	IN THEIR JOURNALS, THE STUDENTS MIGHT REACT TO POLANYI'S THESIS AND FIND SUPPORT FOR THIS THESIS IN THEIR PERSONAL EXPERIENCES AND OBSERVATIONS OF AMERICAN SOCIETY,	01406	28
		01406	29
		01406	30
*FILE	KARL POLANYI ECONOMIC HISTORY AUTONOMOUS MARKET	01406	9
*OBJECTIVES	TO STIMULATE THE STUDENT TO SERIOUS THINKING ABOUT THE EFFECT THE COMMUNICATIONS REVOLUTION MAY HAVE ON OUR SOCIETY IN THE IMMEDIATE AND LONG-TERM FUTURE,	01407	22
		01407	23
		01407	24
*PREREQUISITE	PREVIOUS MODULES	01407	25
*EXPERIENCE	MICHEL CROZIER, [THE LONELY FRONTIER OF REASON,] THE NATION, MAY 27, 1968 MARSHALL McLuhan, [THE MEDIUM IS THE MESSAGE,] IN MODERN CULTURE AND THE ARTS, EDITED BY JAMES B. HALL AND BARRY ULANOV, PP, 415-429 ALSO IN UNDERSTANDING MEDIA. DISCUSSION: DISCUSSION SHOULD FOCUS ON THE POSSIBLE RELATIONSHIP BETWEEN THE SOCIAL PHENOMENA DESCRIBED BY CROZIER, THAT IS, THE GROWING TENDENCY OF YOUNG PEOPLE TO [COP OUT] AND McLuhan's THESIS THAT A REVOLUTION IN COMMUNICATIONS THREATENS TO CHANGE RADICALLY THOSE CONTEMPORARY SOCIETIES COMMITTED TO PERFORMANCE BASED ON HIGH LEVELS OF LITERACY,	01407	11
		01407	12
		01407	13
		01407	14
		01407	15
		01407	16
		01407	17
		01407	18
		01407	19
		01407	20
		01407	21
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01407	10
*MATERIALS	BLANK	01407	5
*LEVEL	ALL GRADES	01407	8
*GENERAL	ALL CANDIDATES	01407	7
*HOURS	CLASS PERIOD	01407	6
*EVALUATION	THOUGHTFUL DISCUSSION IN JOURNALS	01407	36
*FILE	McLUHAN COMMUNICATIONS SOCIAL CHANGE	01407	9
*OBJECTIVES	TO GET STUDENTS TO CONSIDERING THE ALTERNATIVES OPEN TO AMERICAN FOREIGN POLICY MAKERS IN THE IMMEDIATE FUTURE,	01408	30
		01408	31
*PREREQUISITE	PREVIOUS MODULES	01408	32
*EXPERIENCE	ASSIGNMENT: RICHARD SHAULL, [THE SEARCH FOR A NEW STYLE OF LIFE,] CONTAINMENT AND CHANGE: TWO DISSENTING VIEW OF AMERICAN FOREIGN POLICY BY CARL OGLESBY AND RICHARD SHAULL, PP, 184-198 PANEL DISCUSSION: A PANEL CONSISTING OF STUDENTS, POLITICAL SCIENTISTS, AND LOCAL CLERGY OR	01408	11
		01408	12
		01408	13
		01408	14
		01408	15

	RESIDENT THEOLOGIANS COULD ADDRESS ITSELF TO THE	01408 16
	CONTEMPORARY EMERGENCE OF REVOLUTIONARY CONSCIOUSNESS,	01408 17
	ESPECIALLY IN UNDERDEVELOPED NATIONS, MORE SPECIFICLY, IT	01408 18
	COULD DEAL WITH REVOLUTION FROM A THEOLOGICAL PERSPECTIVE,	01408 19
	KEEPING ALWAYS IN MIND THE TERRIBLE INONY IMPLICIT IN	01408 20
	VIOLENT REVOLUTION INSOFAR AS SUCH SITUATIONS CALL UPON	01408 21
	MEN OF GOOD WILL TO ACHIEVE NOBLE ENDS WITH MEANS THAT	01408 22
	VIOLATE OUR MOST CHERISHED HUMAN VALUES, THE PANEL COULD	01408 23
	FURTHER CONSIDER HOW AMERICAN FOREIGN POLICY CAN BEST BE	01408 24
	SHAPED TO DEAL CREATIVELY WITH THE REVOLUTIONARY MOVEMENTS	01408 25
	THAT ARE LIKELY TO EMERGE IN THE DECADES TO COME, WHAT	01408 26
	CAN AMERICA DO TO PROMOTE SOCIAL JUSTICE IN LATIN AMERICAN	01408 27
	COUNTRIES IN ORDER TO STAVE OFF VIOLENT REVOLUTION AND TO	01408 28
	ENHANCE THE LIVES OF PEOPLES IN UNDERDEVELOPED NATIONS,	01408 29
*SETTING	LARGE GROUP COLLEGE	01408 10
*MATERIALS	BLANK	01408 5
*LEVEL	ALL GRADES	01408 8
*GENERAL	ALL CANDIDATES	01408 7
*HOURS	CLASS PERIOD	01408 6
*EVALUATION	JOURNALS	01408 33
*FILE	REVOLUTION FOREIGN POLICY	01408 9
*OBJECTIVES	TO PROVIDE THE STUDENT WITH A BETTER UNDERSTANDING OF	01409 20
	HIMSELF THROUGH A DIALOGUE THAT ENCOURAGES HIM TO DEFINE	01409 21
	HIS PERCEPTION OF THE CONTEMPORARY SPIRITUAL CRISIS AND	01409 22
	HOW HE CAN BEST COPE WITH IT,	01409 23
*PREREQUISITE	PREVIOUS MODULES	01409 24
*EXPERIENCE	ASSIGNMENT: F. C. HAPPOLD, [THE SPIRITUAL CRISIS OF	01409 11
	TWENTIETH CENTURY MAN,] RELIGIOUS FAITH AND TWENTIETH	01409 12
	CENTURY MAN, PP. 21-32 PIERRE TEILHARD DE CHARDIN, [LOVE	01409 13
	AS ENERGY,] FROM THE PHENOMENON OF MAN IN THE HUMAN	01409 14
	DIALOGUE, EDITED BY FLOYD MATSON AND ASHLEY MONTAGU,	01409 15
	PP. 154-157. GROUP DISCUSSION: THE STUDENTS AND LOCAL	01409 16
	CLERGYMEN INVITED TO PARTICIPATE IN THE CLASS SESSION	01409 17
	SHOULD ATTEMPT A DIALOGUE CENTERING ON THE STUDENTS	01409 18
	CONCEPTION OF THE CONTEMPORARY SPIRITUAL CRISIS,	01409 19
*SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE	01409 10
*MATERIALS	BLANK	01409 5
*LEVEL	ALL GRADES	01409 8
*GENERAL	ALL CANDIDATES	01409 7
*HOURS	CLASS PERIOD	01409 6
*EVALUATION	JOURNAL SHOULD REFLECT A GRASP OF THE ISSUES BEING	01409 25
	DISCUSSED AND AN ATTEMPT TO COPE WITH THEM,	01409 26
*OBJECTIVES	TO GIVE STUDENTS INSIGHT INTO THE COMPLEXITY OF MOST MORAL	01410 18
	PROBLEMS AND TO GIVE HIM A TENTATIVE METHOD OF WORKING OUT	01410 19
	DIFFICULT MORAL DECISIONS,	01410 20
*PREREQUISITE	PREVIOUS MODULES	01410 21
*EXPERIENCE	ASSIGNMENT: JOSEPH FLETCHER, [LOVE IS THE ONLY NORM,]	01410 11
	SITUATION ETHICS; THE NEW MORALITY REUEL L. HOWE, FROM	01410 12
	THE MIRACLE OF DIALOGUE IN THE HUMAN DIALOGUE, EDITED BY	01410 13
	FLOYD W. MATSON AND ASHLEY MONTAGU, PP. 148-153,	01410 14
	DISCUSSION: USE FLETCHER'S ESSAY AS THE BASIS FOR	01410 15
	DISCUSSION OF HOW SITUATION ETHICS WOULD HANDLE MORAL	01410 16
	PROBLEMS SUGGESTED BY THE CLASS,	01410 17
*SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE	01410 10
*MATERIALS	BLANK	01410 5
*LEVEL	ALL GRADES	01410 8
*GENERAL	ALL CANDIDATES	01410 7
*HOURS	CLASS PERIOD	01410 6
*EVALUATION	IN JOURNALS STUDENTS CAN TEST SITUATION ETHICS WITH A	01410 22
	PARTICULARLY DIFFICULT HYPOTHETICAL CASE,	01410 23
*FILE	SITUATION ETHICS JOSEPH FLETCHER MORAL PROBLEMS	01410 9

*OBJECTIVES	1. GREATER SELF-UNDERSTANDING ON BOTH SIDES OF THE ISSUE, 01411 16
	2. ENHANCE EMOTIONAL MATURITY WITH REGARD TO SUBTLE ISSUES OF SEX, SEXUALITY AND MORALITY, 01411 17
*PREREQUISITE	PREVIOUS MODULES 01411 18
*EXPERIENCE	ASSIGNMENT: HARVEY COX, [SEX AND SECULARIZATION, [THE 01411 19
	SECULAR CITY DISCUSSION; CLASS DISCUSSION COULD TAKE THE 01411 11
	FORM OF A DIALOGUE BETWEEN ADHERENTS OF THE PLAYBOY 01411 12
	PHILOSOPHY AND THOSE WHO SEE THE PLAYBOY POSITION, AS DOES 01411 13
	COX, AS ESSENTIALLY ANTI-SEXUAL, 01411 14
*SETTING	SMALL GROUP ≥1-12 STUDENTS; COLLEGE 01411 15
*MATERIALS	BLANK 01411 10
*LEVEL	ALL GRADES 01411 5
*GENERAL	ALL CANDIDATES 01411 8
*HOURS	CLASS PERIOD 01411 7
*EVALUATION	JOURNAL ENTRIES SHOULD REFLECT A SEARCHING ANALYSIS OF THE 01411 6
	ISSUES PRESENTED IN CLASS, THE STUDENTS MAY FIND THAT COX 01411 20
	ESSAY IS NOT A FAIR ANALYSIS OR THAT THE PLAYBOY ETHIC 01411 21
	DOES NOT CONSIDER THE ESSENTIAL SPIRIT OF THE TIMES, IN 01411 22
	EITHER CASE, THE STUDENTS SHOULD REACT FROM PERSONAL 01411 23
	EXPERIENCES AND OBSERVATIONS IN ANALYZING THE ISSUES, 01411 24
*FILE	HARVEY COX SEX AND AMERICAN SOCIETY PLAYBOY PHILOSOPHY 01411 25

*OBJECTIVES	TO ENABLE STUDENTS TO ANTICIPATE THEIR FUTURE ROLES AS 01412 21
	EDUCATORS AMID THE FERMENT OF SOCIAL CHANGE IN THE CITIES, 01412 22
*PREREQUISITE	PREVIOUS MODULES 01412 23
*EXPERIENCE	MARTIN LUTHER KING, [PILGRIMAGE TO NONVIOLENCE, [IN 01412 11
	NONVIOLENCE IN AMERICA; A DOCUMENTARY HISTORY, EDITED BY 01412 12
	STAUGHTON LYND, GUEST LECTURE; AN OFFICIAL OF S.C.L.C. 01412 13
	COULD BE INVITED TO LECTURE AND THEN ANSWER STUDENT 01412 14
	QUESTIONS ON THE ON-GOING VIABILITY OF KING'S PHILOSOPHY 01412 15
	OF DYNAMIC SOCIAL CHANGE THROUGH NONVIOLENT RESISTANCE TO 01412 16
	SOCIAL INJUSTICE, IT IS ANTICIPATED THAT MUCH OF THE 01412 17
	DISCUSSION WILL CENTER ON THE EXTENT TO WHICH THE BLACK 01412 18
	POWER MOVEMENT HAS ABSORBED OR REJECTED KING'S SOCIAL 01412 19
	PHILOSOPHY, 01412 20
*SETTING	LARGE GROUP COLLEGE 01412 10
*MATERIALS	BLANK 01412 5
*LEVEL	ALL GRADES 01412 8
*GENERAL	ALL CANDIDATES 01412 7
*HOURS	CLASS PERIOD 01412 6
*EVALUATION	JOURNALS SHOULD REFLECT A SOPHISTICATED ABILITY TO ANALYZE 01412 24
	THE ISSUES; GENERATE ALTERNATIVE RESPONSES TO THESE ISSUES 01412 25
	AND PROPOSE SOME POSITIVE ACTIONS THAT MIGHT BE TAKEN TO 01412 26
	COPE WITH THESE ISSUES, 01412 27
*FILE	MARTIN LUTHER KING NONVIOLENCE CIVIL RIGHTS 01412 9

*OBJECTIVES	TO ENABLE THE STUDENT TO PERCEIVE THE VITAL RELATIONSHIP 01413 18
	BETWEEN CIVIL LIBERTIES AND A HEALTHY DEMOCRATIC SOCIETY 01413 19
	CAPABLE OF RESPONDING FLEXIBLY AND CREATIVELY TO THE 01413 20
	NECESSITY OF ADAPTING TO NEW SOCIAL CONDITIONS, 01413 21
*PREREQUISITE	PREVIOUS MODULES 01413 22
*EXPERIENCE	ASSIGNMENT: HENRY STEELE COMMAGER, [WHO IS LOYAL TO 01413 11
	AMERICA, [IN LIVING IDEAS IN AMERICA, EDITED BY HENRY 01413 12

	STEELE COMMAGER, PP, 410-417, GUEST LECTURE; INVITE A	01413 13
	MEMBER OR OFFICIAL OF THE AMERICAN CIVIL LIBERTIES UNION	01413 14
	2ACLU* TO LECTURE OF WHY IT IS NECESSARY TO GUARD AGAINST	01413 15
	EROSION OF OUR CIVIL LIBERTIES AND ON THE TACTICS AND	01413 16
	MOTIVES OF THOSE WHO WOULD RESTRICT THEM,	01413 17
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01413 10
*MATERIALS	BLANK	01413 5
*LEVEL	ALL GRADES	01413 8
*GENERAL	ALL CANDIDATES	01413 7
*HOURS	CLASS PERIOD	01413 6
*EVALUATION	JOURNAL ENTRIES SHOULD REFLECT A SOPHISTICATED ABILITY TO	01413 23
	ANALYZE THE ISSUES, GENERATE ALTERNATIVE RESPONSES TO	01413 24
	THESE ISSUES AND PROPOSE SOME POSITIVE ACTIONS THAT MIGHT	01413 25
	BE TAKEN TO COPE WITH THESE ISSUES,	01413 26
*FILE	COMMAGER CIVIL LIBERTIES SOCIAL CHANGE	01413 9
*OBJECTIVES	TO STIMULATE THE STUDENT TO CONSIDERING THE POSSIBILITIES	01414 22
	OF AUTONOMY IN THE CONTEXT OF WHAT REISMAN CALLS AN	01414 23
	(OTHER-DIRECTED) SOCIETY,	01414 24
*PREREQUISITE	PREVIOUS MODULES	01414 25
*EXPERIENCE	ASSIGNMENT: DAVID REISMAN, (THE SAVING REMNANT, I IN THE	01414 11
	CHARACTER OF AMERICANS, EDITED BY MICHAEL MCGIFFERT,	01414 12
	PANEL DISCUSSION: A PANEL COMPOSED OF PSYCHOLOGISTS,	01414 13
	CLERGYMEN AND STUDENTS COULD CONSIDER WAYS IN WHICH A	01414 14
	PERSON ACTUALLY CAN ACHIEVE PERSONAL AUTONOMY IN MODERN	01414 15
	AMERICAN SOCIETY, REALIZING ALL THE WHILE HOW EXTREMELY	01414 16
	DIFFICULT IT IS TO DO SO IN A SOCIETY THAT TENDS TO REWARD	01414 17
	COMPLIANCE WITH GROUP GOALS, ADDITIONAL ASSIGNMENT:	01414 18
	PIERRE TEILHARD DE CHARDIN, FROM THE FUTURE OF MAN IN THE	01414 19
	SENSE OF THE SIXTIES, EDITED BY EDWARD QUINN AND PAUL J,	01414 20
	DOLAN, PP, 496-503,	01414 21
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01414 10
*MATERIALS	BLANK	01414 5
*LEVEL	ALL GRADES	01414 8
*GENERAL	ALL CANDIDATES	01414 7
*HOURS	CLASS PERIOD	01414 6
*EVALUATION	JOURNAL ENTRIES SHOULD REFLECT A SOPHISTICATED ABILITY TO	01414 26
	ANALYZE THE ISSUES, GENERATE ALTERNATIVE RESPONSES TO	01414 27
	THESE ISSUES AND PROPOSE POSITIVE ACTIONS THAT MIGHT BE	01414 28
	TAKEN TO COPE WITH THESE ISSUES,	01414 29
*FILE	REISMAN AMERICAN CHARACTER OTHER-DIRECTED	01414 9

HUMANITIES III: THE NON-WEST

THE HUMANITIES IN SUB-SAHARAN AFRICAN CIVILIZATION

Travelers have observed that air ports all over the world look alike. This is an index of the degree to which Western technology has encompassed the globe. It has demonstrated the apparent ability to master the forces of nature and to provide mankind with a limitless measure of physical comfort and security. All of the world's peoples are engaged in a vast scramble to avail themselves of its benefits, and the universal measurement of political success is economic development in terms of Western technological and material culture.

The Twentieth Century is "the Century of the West", but the term embodies a significant paradox. The process of economic development in Asia and Africa, in the islands of the Caribbean Sea and Pacific Ocean, and in Central and South America has been abetted by an army of European and American technicians, teachers, foreign aid administrators and volunteer service workers. These people, many of them young and sensitive, have discovered repositories of value in the cultures and societies amidst which they have lived and worked, and they have returned home with a broadened cultural outlook and with attitudes critical of their own cultural values. The very phenomenon of Western cultural outreach has caused the West to take serious account of ideas and values originating in other parts of the world. In America, the confrontation with the non-white world of Africa and Asia has been a significant factor in the reassessment of American cultural pluralism which is forcing American Society to acknowledge the contributions of non-whites to the totality of the culture.

Abroad, particularly in Africa and Asia, the amenities of the West have proven to be the bait which conceals a hook, for along with economic development has come Western education, Western religion, Western political institutions, Western dress, and a whole pattern of life which is incompatible with native ideas of value. The result has been an attempt on the part of

those peoples to redefine and reassert their own cultural identities and to insist that those identities be respected.

The humanities, with their traditional academic orientation toward the literae humaniores of the Classical West, have been forced to alter their approach in order to accommodate a broader definition of civilization. One thrust of such a definition is that the level of civilization exhibited by individuals or groups is relative, not to the criteria of Western civilization alone, but to the values of the particular cultural system of which they are a part. A corollary to this is that the total human civilization is enriched by the sympathetic and understanding dialogue between cultures.

Each geographical area of the world presents vast complexities of belief and behavior. Certain integrative principles, however, permit generalization and serve to define a number of "world cultures". Western culture exhibits a basic uniformity of values based on the Judeo-Christian-Classical tradition; although Western humanists are becoming aware of the degree to which this integrity has been penetrated by ideas originating elsewhere. Oriental culture, characteristic of China, Japan, India, and Southeast Asia is distinguished by the religious and philosophical traditions of Hindu-Buddhist -Taoist thought. The compelling religious and ethical system of Islam, with a geographical focus in the Middle East and North Africa, identifies yet another world culture.

The central concern of this introduction is the culture of Sub-Saharan Africa, which constitutes a fourth major world culture. Heretofore, this culture has been of interest, primarily, to ethnologists who were more interested in its particularities. Only in comparatively recent trends have cultural anthropologists begun to identify pervading beliefs and values which would distinguish a common African culture among the maze of African cultures. The late Melville J. Herskovits is an early and distinguished contributor to this process. Along these same lines, African culture is only now emerging as a "world culture". African thinkers, looking at each other across the boundaries of local ethnic tradition, are recognizing the commonalities which have existed all along and of which they themselves were

not consciously aware. As Julius Nyrere, the President of Tanzania, expressed it with pointed simplicity, "We looked at each other and understood that we were all Africans."

In yet another sense, culture is being "created" in Africa out of the common experiences of colonialism with its attendant cultural disruptions, and the political and social emergence of the independence movement. Grounded in indigenous values, African intellectuals are attempting to forge their own unique accommodation to the circumstances of modern life. Searches for a definition of "negritude" or an "African personality" which were the pre-occupation of the older generation of African thinkers are giving way to a vigorous and substantive expression of ideas and values in literature and the arts.

Beyond the geographical limits of the African continent, African culture is engaging the attention of black people around the world who trace their ancestral origins to Africa and who identify their own struggles for recognition with the phenomenon of African emergence. Although sometimes overly-romanticized, the movement recognizes the authentic African origin of a number of features of black culture in the New World, transplanted there by the slave trade. These expressions receive added dignity and importance from the discovery of African civilization by the rest of the world.

African culture, either indigenous or emergent, is difficult to study using the conventional approaches of Western scholarship. No great teacher or school exists from which the quintessence of African thought can be extracted. Although African writers are producing considerable literature, their works have yet to establish themselves as the "great books" of African civilization. This is not to say, however, that some of the works already written may not be accorded that status by future generations. The indigenous arts are, by their very nature and intent, ephemeral, although some art works which have been preserved are coming to be recognized as masterpieces. Some scholars still persist that the lack of a body of classics constitutes evidence that great ideas do not exist. Yet the great ideas do exist and there is a vigorous African

civilization. Its evidences are to be found in the everyday expressions of indigenous life, in the stories told and the songs sung in the village, in the proverbs which enliven conversation, in ritual and dance, and in the functional arts. Each of these expressions differ from place to place and from occasion to occasion, yet in them can be discerned a consistent set of values. These are the raw materials which are being woven into a literate modern culture which is more accessible to the non-African world.

For the records of indigenous expression it is necessary to depend upon the work of ethnologists and other collectors of folklore and folk art. This requires the realization that oral language loses something of its power in the removal from the immediate context of its transmission and in translation to an inhospitable tongue; and it requires the realization that artifacts photographed or set in museums lose the vitality which attaches to their use.

The experiences in Sub-Saharan African civilization are centered on an African world-view inferred from the foregoing sources. The principal components of this world-view are:

1. An ontology based on the concept of vital force.
2. The communal group as the focus of value.
3. An earth-centered, earth-related, cosmology.
4. A pervading attitude of religious belief.

Significant expressions of this world-view will be examined in folklore, art, music, and dance.

Two considerations should be mentioned. One is that each work of literature, music, or art is to be recognized as an individual creative expression, having its own informing ideas and purposes and possessing its unique stylistic qualities. Secondly, each expression fits within the framework of the total. A world-view is central to the study, the individual qualities of

the works cannot be overlooked. The concern of the humanist is to respond subjectively to the expressions of culture at all levels: intellectual, aesthetic, emotional and spiritual. The aim of the present component is to confront students with expressions of African values in literature, art, music, the dance and religious ritual in an effort to elicit from them such informed subjective responses. Through such experiences, students may perceive their own culture in a new light, and may understand the actions of children they teach.

Beyond this, the broad objectives of the course may be stated as follows:

1. To introduce students to significant ideas and values characteristic of Sub-Saharan African civilization.
2. To cultivate an open and objective attitude toward cultural values and expressions originating outside of Western civilization.
3. To develop faculties of observation, analysis and synthesis in the examination of African humanistic expressions.
4. To encourage students to characterize and evaluate their own value structure in comparison with a non-Western structure of values.

The formal structure of the component is as follows:

Modules 1723 to 1726: A treatment of the ideas of culture and enculturation and the identification of Sub-Saharan African culture as one of a number of major world-cultures.

Modules 1727 to 1732: A description of the cultural complexity and configuration of Sub-Saharan Africa. The purpose of the section is to familiarize students with the ethnographic and geographic terms of reference.

Modules 1733 to 1741: The development of the idea of an African culture which embraces the variety of individual ethnic expressions and a delineation of the basic world-view which characterizes that culture.

Modules 1742 to 1752: A consideration of folklore and one modern African novel as expressions of the indigenous world-view.

Modules 1753 to 1756: A consideration of African music, poetry, and the dance as integrated expressions reflecting the indigenous world view.

Modules 1757 to 1762: A consideration of African art as an expression of the indigenous world view.

Modules 1763 to 1774: A survey of African history, including problems of historiography. Attention is invited to the introduction to this section which preceeds module 1763. Modules 1772 and 1773 are not parallel to the subject-matter of the section. They are assigned in preparation for the following section.

Modules 1774 to 1781: Discussion of the contemporary African cultural milieu, termination, and evaluation of the cross-cultural experiences.

Following is the basic bibliography used in developing these experiences. It is recommended that a library of these books and others which the instructor may identify as being particularly useful, plus pictorial and periodical materials, be set aside in an "Africana" resource-area and made available to students at all times.

BIBLIOGRAPHY

General:

Bohannon, P., Africa and Africans, Garden City, New York, American Museum Science Books, 1964.

Ottenberg, S. and P., Cultures and Societies of Africa, New York, Random House, 1960.

Lystad, R. A. (ed.), The African World; A Survey of Social Research, London, Pall Mall Press, 1965.

Bascom, W. R. and Herskovits, M. J., Continuity and Change in African Cultures, Chicago, University of Chicago Press, 1958.

Davidson, Basil, African Kingdoms, New York, Time Incorporated, 1966.

Philosophy and Religion; Folklore:

Herskovits, M. J. and F.S., Dahomean Narrative, Evanston, Northwestern University Press, 1958.

Abraham, W. E., The Mind of Africa, Chicago, The University of Chicago Press, 1962.

Jahn, J., Muntu, (Trans. Grene, M.), London, Faber and Faber, 1959.

Parrinder, G., African Traditional Religion, London, Hutchinson House, 1954.

Tempels, P., (Trans. King, C.), Bantu Philosophy, Paris, Presence Africaine, 1959.

Beier, U. (ed.), The Origin of Life and Death: African Creation Myths, London, Heinemann, 1966.

Frobenius, L. and Fox, D., African Genesis, London, Faber and Faber, 1938.

Radin, P. African Folktales and Sculpture, New York, Pantheon, 1952.

Art:

Fagg, W. and Plass, M., African Sculpture, An Anthology, New York, E. P. Dutton and Co., 1964.

Music and Dance:

Gaskin, L.J.P., A Select Bibliography of Music in Africa, London, International African Institute, 1965.

Brandel, R., The Music of Central Africa, The Hague, Martinus Nijhoff, 1961.

See Davidson, B., African Kingdoms, Op. cit., Chapter 7.

See also Lystad, R. A. (ed.), op.cit. Chapter 17.

History and Contemporary Society:

Davidson, Basil, Old Africa Rediscovered, London, Victor Gollancz Ltd., 1960.

Davidson, Basil, The African Past, Boston, Little, Brown and Co., 1964.

Oliver, R., and Fage, J.D., A Short History of Africa, New York, New York University Press, 1963.

Wallerstein, I., Africa, The Politics of Independence, New York, Vintage Books, 1961.

Judd, P., (ed.), African Independence, New York, Dell Publishing Co., 1963.

Novels:

Achebe, C., Arrow of God, London, Heinemann, 1964.

Achebe, C., No Longer at Ease, London, Heinemann.

Tutuola, Amos, The Palm-Wine Drinkard, New York, Grove Press, 1953.

*OBJECTIVES	DIFFERENTIATES BETWEEN MAJOR WORLD CULTURES,	01723 25
	CHARACTERIZES THE TOTAL HUMAN CULTURE AS THE PRODUCT OF	01723 26
	DIALOGUE MAJOR CULTURES, CHARACTERIZES SUB-SAHARAN	01723 27
	AFRICAN CULTURE AS A MAJOR AND DISCRETE CULTURAL UNITY,	01723 28
*PREREQUISITE	PRECEDING MODULES,	01723 29
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION: WORLD CULTURES AND	01723 11
	WORLD CULTURE, PRINCIPAL IDEAS TO BE DEVELOPED: 1, THE	01723 12
	WIDESPREAD INTERCULTURAL IMPINGEMENTS OF THE MODERN WORLD	01723 13
	HAVE CREATED A NEED FOR REDEFINING ALL THE COMMONLY-HELD	01723 14
	NOTIONS OF WHAT IT MEANS TO BE CIVILIZED, AT THE SAME	01723 15
	TIME, THESE IMPINGEMENTS HAVE OPENED EXCITING	01723 16
	POSSIBILITIES FOR THE ENRICHMENT OF THE TOTAL HUMAN	01723 17
	CIVILIZATION, 2, WHILE EVERY CULTURE PRESENTS A	01723 18
	BEWILDERING COMPLEXITY WITHIN ITSELF, IT IS POSSIBLE TO	01723 19
	IDENTIFY BROAD CONFORMITIES IN BEHAVIOR WHICH CONSTITUTE	01723 20
	CULTURAL UNITIES, THESE UNITIES HAVE A GEOGRAPHICAL	01723 21
	FOCUS, BUT ARE NOT GEOGRAPHICALLY LIMITED, THEY CAN BE	01723 22
	IDENTIFIED AS: WESTERN OR EUROPEAN+ INDIAN-ORIENTAL+	01723 23
	MIDDLE-EASTERN ISLAMIC+ AND SUB-SAHARAN AFRICAN,	01723 24
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01723 10
*MATERIALS	BLANK	01723 5
*LEVEL	ALL GRADES	01723 8
*GENERAL	ALL CANDIDATES	01723 7
*HOURS	1	01723 6
*EVALUATION	IN SUBSEQUENT WRITTEN OR ORAL EXPRESSION, ACKNOWLEDGES	01723 30
	THE VALIDITY OF NON-WESTERN CULTURAL EXPRESSIONS,	01723 31
	REFLECTS ACCOMPLISHMENT OF THE OBJECTIVES IN THE WRITTEN	01723 32
	RESPONSE TO MODULE 1723 ABLE TO IDENTIFY 15 OUT OF 25	01723 33
	NON-WESTERN CULTURAL EXPRESSIONS,	01723 34
*FILE	WORLD CULTURE CULTURE+AREAS SUB-SAHARAN AFRICA CULTURE	01723 9

*OBJECTIVES	CONCEPTUALIZES CULTURE AS CONSCIOUS AND UNCONSCIOUS	01724 16
	BEHAVIOR WHICH AN INDIVIDUAL LEARNS FROM HIS SOCIETY,	01724 17
	CHARACTERIZES HIS OWN VALUES AS TO THEIR CONSCIOUS OR	01724 18
	UNCONSCIOUS ACQUISITION FROM WESTERN AND AMERICAN CULTURE,	01724 19
	BECOMES AWARE OF, CHARACTERIZES, ACCEPTS, AND RESPONDS TO	01724 20
	NON-WESTERN EXPRESSIONS OF VALUE,	01724 21
*PREREQUISITE	NONE	01724 22
*EXPERIENCE	READ: HALL, EDWARD T., THE SILENT LANGUAGE, GREENWICH,	01724 11
	CONN., FAWCETT PUBLICATIONS, 1959 REACT TO READING THE	01724 12
	SILENT LANGUAGE AND TO THE EXPERIENCE OF MODULES 1724-1726	01724 13
	IN A 300-WORD PARAGRAPH GIVING A RATIONALE FOR THE STUDY	01724 14
	OF A NON-WESTERN CULTURE,	01724 15
*SETTING	INDEPENDENT COLLEGE	01724 10
*MATERIALS	BLANK	01724 5
*LEVEL	ALL GRADES	01724 8
*GENERAL	ALL CANDIDATES	01724 7
*HOURS	6	01724 6
*EVALUATION	IN THE REQUIRED PARAGRAPH AND IN SUBSEQUENT DISCUSSION AND	01724 23
	WRITING, REFLECTS AN UNDERSTANDING OF THE ENCULTURATED	01724 24
	NATURE OF VALUES, EXPRESSES TO SOME DEGREE A WILLINGNESS	01724 25
	OR DESIRE TO STUDY A NON-WESTERN CULTURE AS A MEANS OF	01724 26
	CHARACTERIZING HIS OWN SYSTEM OF VALUES AND AS A MEANS OF	01724 27
	FACILITATING NECESSARY INTERCULTURAL COMMUNICATION, AS A	01724 28
	PROSPECTIVE TEACHER, CHARACTERIZES HIS ROLE IN THE PROCESS	01724 29
	OF ENCULTURATION AND CULTURE CHANGE,	01724 30
*FILE	CULTURE HALL READING	01724 9

*OBJECTIVES	TO DISCRIMINATE BETWEEN THE MEANING OF THE TERM [CULTURE]	01725 36
*OBJECTIVES	TO DISCRIMINATE BETWEEN THE MEANING OF THE TERM [CULTURE]	01725 36
	AND THE MEANINGS OF TERMS OFTEN USED LOOSELY AS SYNONYMS,	01725 37
	TO CHARACTERIZE ONE'S OWN PRECONCEPTIONS OF WHAT IS MEANS	01725 38
	TO BE [CULTURED] OR [UNCULTURED], [CIVILIZED] OR	01725 39
	[UNCIVILIZED],	01725 40
*PREREQUISITE	NONE	01725 41
*EXPERIENCE	PARTICIPATE IN A GUIDED DISCUSSION OF THE QUESTION, [WHAT	01725 11
	IS CULTURE?] GIVEN THE PRIMARY DEFINITION THAT CULTURE	01725 12

	IS THE TOTALITY OF BEHAVIOR WHICH AN INDIVIDUAL ACQUIRES FROM HIS SOCIETY, RESPOND TO THE FOLLOWING QUESTIONS:	01725 13
	1. WHAT WOULD SUCH BEHAVIOR INCLUDE? WHAT ARE ITS EVIDENCES? 2. HOW DOES THE PRELIMINARY DEFINITION OF CULTURE DIFFER FROM THE COMMONLY-ACCEPTED USE OF THE TERM? 3. WE SPEAK OF [CULTURES] AND [SOCIETIES], WHAT IS THE DIFFERENCE BETWEEN THEM? 4. HOW DOES [CULTURE] DIFFER FROM [CIVILIZATION]? 5. UNDER WHAT CIRCUMSTANCES COULD AN INDIVIDUAL BE SAID TO BE [UNCULTURED]? [UNCIVILIZED]? A DISCUSSION SHOULD ARRIVE AT THE FOLLOWING CONCLUSIONS, WHICH, HOWEVER, REMAIN OPEN TO FURTHER QUESTION AND INTERPRETATION: 1. CULTURE INCLUDES ALL SPECIFICALLY HUMAN BEHAVIOR: TECHNIQUES, INSTITUTIONS, BELIEFS, VALUES, AND THE SYSTEMS WITHIN WHICH THEY ARE SYMBOLIZED AND EXPRESSED. NO HUMAN BEING IS UNCULTURED HE IS TOTALLY DEPRIVED OF INTERCOURSE WITH A SOCIETY. 2. [CIVILIZATION] IS AN EVALUATIVE TERM IMPLYING THE DEGREE TO WHICH AN INDIVIDUAL OR GROUP OF INDIVIDUALS EXHIBIT BEHAVIOR CONSISTENT WITH THE VALUES OF THEIR CULTURE. IT IS TO BE USED WITH GREAT CAUTION WHEN COMPARING DIFFERENT CULTURES OR SOCIETIES, AS TO SUGGEST THAT ONE CULTURE IS [MORE CIVILIZED] THAN ANOTHER OR TO LABEL A SOCIETY AS [PRIMITIVE] IN CONTRAST WITH ONE THAT IS [CIVILIZED].	01725 14 01725 15 01725 16 01725 17 01725 18 01725 19 01725 20 01725 21 01725 22 01725 23 01725 24 01725 25 01725 26 01725 27 01725 28 01725 29 01725 30 01725 31 01725 32 01725 33 01725 34 01725 35
*SETTING	SMALL GROUP 21-12 STUDENTS; COLLEGE	01725 10
*MATERIALS	BLANK	01725 5
*LEVEL	ALL GRADES	01725 8
*GENERAL	ALL CANDIDATES	01725 7
*HOURS	0:25	01725 6
*EVALUATION	IN DISCUSSION AND WRITING, USES THE TERMS [CULTURE], [SOCIETY], AND [CIVILIZATION] WITH PRECISION AND DISCRIMINATION. IN DISCUSSION AND WRITING, EXHIBITS CAUTION IN JUDGING THE VALUES OF CULTURES OTHER THAN HIS OWN AND DEMONSTRATES AWARENESS OF HIS OWN CULTURAL PRECONCEPTIONS OF VALUE.	01725 42 01725 43 01725 44 01725 45 01725 46 01725 47
*FILE	CULTURE DEFINITION DISCUSSION	01725 9
*OBJECTIVES	TO BECOME AWARE OF THE CONCEPT AND MEANING OF THE TERM [ENCULTURATION] 9 TO CHARACTERIZE THE PROCESS OF ENCULTURATION AS IT HAS TAKEN PLACE IN THE STUDENT'S OWN EXPERIENCE, TO PREPARE TO CHARACTERIZE OBJECTIVELY CONCEPTS AND VALUES ENCULTURATED IN OTHER INDIVIDUALS WITHIN A DIFFERENT CULTURAL SETTING.	01726 35 01726 36 01726 37 01726 38 01726 39 01726 40
*PREREQUISITE	PRECEDING MODULE.	01726 41
*EXPERIENCE	PARTICIPATE IN GUIDED DISCUSSION; GIVEN THE PRELIMINARY DEFINITION THAT CULTURE IS THE TOTALITY OF BEHAVIOR WHICH AN INDIVIDUAL ACQUIRES FROM HIS SOCIETY, WHAT ARE THE MEANS BY WHICH THAT BEHAVIOR IS ACQUIRED? HOW, FOR INSTANCE, DO YOU BECOME AWARE OF WHAT YOU OUGHT TO DO IN A GIVEN SET OF CIRCUMSTANCES? HOW DO YOU FORM YOUR TASTES IN ART OR MUSIC? GENERAL CONCLUSIONS TO BE IDENTIFIED: 1. CULTURE IS LEARNED, SHARED AND TRANSMITTED WITHIN A SOCIETY. THIS PROCESS IS TERMED ENCULTURATION. 2. ENCULTURATION IS ACCOMPLISHED BY FORMAL INSTITUTIONS OF EDUCATION AND BY INFORMAL PROCESSES IN THE COURSE OF LIVING IN A SOCIETY. IT IS A PROCESS OF CONSCIOUS AND UNCONSCIOUS CONDITIONING. 3. ENCULTURATION CREATES WITHIN THE INDIVIDUAL A SYSTEM OF VALUES WHICH PERMITS MOST BEHAVIOR TO BE DETERMINED BELOW THE LEVEL OF CONSCIOUS THOUGHT. IT RESULTS IN A BODY OF CONCEPTS OR VALUES WHICH ARE TAKEN FOR GRANTED BY THE INDIVIDUAL UNLESS	01726 11 01726 12 01726 13 01726 14 01726 15 01726 16 01726 17 01726 18 01726 19 01726 20 01726 21 01726 22 01726 23 01726 24 01726 25 01726 26 01726 27

	EXPOSED TO CONSCIOUS EXAMINATION, 4, THE CONSCIOUS	01726 28
	EXAMINATION OF VALUES IS A SIGNIFICANT PURPOSE OF	01726 29
	EDUCATION, LEADING TO WHAT SOCRATES CALLED (THE EXAMINED	01726 30
	LIFE) 5, ENCULTURATION LEADS TO THE CONSERVATION OF	01726 31
	CULTURAL VALUES, EXAMINATION LEADS TO THE CHANGE OF	01726 32
	CULTURAL VALUES, AS AN INDIVIDUAL MATURES HE PASSES FROM	01726 33
	CULTURAL CONSERVATION TO CULTURAL CHANGE,	01726 34
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01726 10
*MATERIALS	BLANK	01726 5
*LEVEL	ALL GRADES	01726 8
*GENERAL	ALL CANDIDATES	01726 7
*HOURS	0125	01726 6
*EVALUATION	IN WRITING AND DISCUSSION, USES THE TERM (ENCULTURATION)	01726 42
	WITH DISCRIMINATION AND PRECISION, REFLECTS AND AWARENESS	01726 43
	OF THE DEGREE TO WHICH HIS OWN IDEAS AND VALUES ARE A	01726 44
	PRODUCT OF UNCONSCIOUS CULTURAL CONDITIONING AND THE DEGREE	01726 45
	TO WHICH THEY ARE CONSCIOUSLY CHOSEN,	01726 46
*FILE	CULTURE ENCULTURATION DISCUSSION	01726 9

*OBJECTIVES	BECOMES AWARE OF THE RELATIONSHIPS BETWEEN CLIMATE,	01727 32
	ECONOMY AND CULTURE IN AFRICA, BECOMES AWARE OF THE RANGE	01727 33
	AND DISTRIBUTION OF CULTURES IN AFRICA, BECOMES AWARE OF	01727 34
	THE GEOGRAPHICAL REFERENCES OF THE COURSE, CHARACTERIZES	01727 35
	SUB-SAHARAN AFRICA AS TO SIZE AND CULTURAL COMPLEXITY,	01727 36
*PREREQUISITE	PRECEDING MODULES,	01727 37
*EXPERIENCE	LISTEN TO AND VIEW LECTURE-DEMONSTRATION ON THE CULTURAL	01727 11
	CONFIGURATION OF SUB-SAHARAN AFRICA, THE INSTRUCTOR	01727 12
	WILL: 1. USING OVERHEAD PROJECTOR AND APPROPRIATE	01727 13
	MAP-OVERLAYS, DEMONSTRATE THE RELATIONSHIP BETWEEN CULTURE	01727 14
	AND HUMAN ECOLOGY, IDENTIFY THE CORRESPONDENCES BETWEEN	01727 15
	PHYSICAL FEATURES, CLIMATE AND RAINFALL, AND PRINCIPAL	01727 16
	ECONOMIES IN AFRICA, 2. DESCRIBE THE INTERACTION BETWEEN	01727 17
	INDIGENOUS ECONOMY AND CULTURE, AN EXAMPLE WOULD BE A	01727 18
	COMPARISON OF THE RESIDENCE PATTERNS OF THE PASTORAL	01727 19
	FULANI AND THE AGRICULTURAL (BO, SUGGEST THAT THE VARYING	01727 20
	CYCLES OF NATURE AND ECONOMY BUILD A (RHYTHM) INTO LIFE	01727 21
	WHICH PENETRATES THE THOUGHT AND EXPRESSION OF INDIGENOUS	01727 22
	PEOPLES. 3. IDENTIFY MAJOR CULTURE-AREAS WITHIN AFRICA,	01727 23
	CHARACTERIZE EACH WITH REFERENCE TO ITS IDENTIFYING TRAIT	01727 24
	OR TRAITS. 4. INTRODUCE THE WARNING THAT CULTURE-AREAS	01727 25
	CONTAIN WIDE INTERNAL DIVERSITY OF SPECIFIC CULTURE-TRAITS	01727 26
	STUDENTS WILL SKETCH CULTURE-AREAS ON INDIVIDUAL	01727 27
	OUTLINE-MAPS, BIBLIOGRAPHIC REFERENCE: HERSKOVITS, M.,	01727 28
	CULTURAL ANTHROPOLOGY, NEW YORK, KNOPF, 1964, CHAPTER 21,	01727 29
	BOHANNON, P., AFRICA AND AFRICANS, GARDEN CITY, N.Y.,	01727 30
	THE NATURAL HISTORY PRESS, 1964, CHAPTER 8,	01727 31
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01727 10
*MATERIALS	OVERHEAD PROJECTOR, MAP OVERLAYS,	01727 5
*LEVEL	ALL GRADES	01727 8
*GENERAL	ALL CANDIDATES	01727 7
*HOURS	1100	01727 6
*EVALUATION	IS ABLE TO CONSTRUCT HIS OWN SKETCH-MAP OF CULTURE-AREAS	01727 38
	IN AFRICA, IS ABLE TO DISCRIMINATE BETWEEN AREAS AS TO	01727 39
	THEIR IDENTIFYING TRAITS,	01727 40
*FILE	GEOGRAPHY ECONOMY CULTURE	01727 9

*OBJECTIVES	BECOMES AWARE OF THE TRAITS WHICH COMPRISE AND SERVE TO	01728 16
	DESCRIBE AND DIFFERENTIATE AFRICAN CULTURES, BECOME AWARE	01728 17
	OF THE VARIETY AND DISTRIBUTION OF CULTURES IN AFRICA,	01728 18

*PREREQUISITE	PRECEDING MODULES,	01728 19
*EXPERIENCE	READ: OTTENBERG, S, AND OTTENBERG, P., CULTURES AND SOCIETIES OF AFRICA, NEW YORK, RANDOM HOUSE, 1960.	01728 11
	CHAPTER 1, PP. 3-83, LIST: THE CULTURAL SYSTEMS OR TRAITS WITH RESPECT TO WHICH AFRICAN SOCIETIES ARE DESCRIBED BY THE AUTHORS,	01728 12
		01728 13
		01728 14
		01728 15
*SETTING	INDEPENDENT COLLEGE	01728 10
*MATERIALS	BLANK	01728 5
*LEVEL	ALL GRADES	01728 8
*GENERAL	ALL CANDIDATES	01728 7
*HOURS	2:00	01728 6
*EVALUATION	IS ABLE TO CONSTRUCT OWN SKETCH-MAP OF CULTURE-AREAS IN AFRICA, LISTS IMPORTANT CULTURE-TRAITS AND SYSTEMS ACCRATLEY AS PRESENTED BY THE AUTHORS, IS ABLE TO ORGANIZE A SYSTEMATIC DESCRIPTION OF A PARTICULAR CULTURE-AREA USING THE CATEGORIES LISTED,	01728 20
		01728 21
		01728 22
		01728 23
		01728 24
*FILE	GEOGRAPHY CULTURE-TRAITS	01728 9

*OBJECTIVES	TO CONCRETIZE AND EVALUATE THE EXPERIENCE OF MODULES 1727 + 1728,	01729 14
		01729 15
*PREREQUISITE	PRECEDING MODULES, MODULES 1727 + 1728	01729 16
*EXPERIENCE	QUIZ: AFTER PERFORMING MODULES 1727 + 1728, USING OUTLINE MAP OF AFRICA, SKETCH APPROXIMATE BOUNDARIES OF MAJOR CULTURE-AREAS. LIST THE IDENTIFYING TRAITS FOR EACH,	01729 11
		01729 12
		01729 13
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	01729 10
*MATERIALS	OUTLINE MAPS,	01729 5
*LEVEL	ALL GRADES	01729 8
*GENERAL	ALL CANDIDATES	01729 7
*HOURS	0:25	01729 6
*EVALUATION	CONSTRUCTS ACCURATE SKETCH-MAP AND GIVES CORRECT IDENTIFICATIONS OF CULTURE-AREAS,	01729 17
		01729 18
*FILE	GEOGRAPHY CULTURE-AREAS MAP	01729 9

*OBJECTIVES	BECOMES AWARE OF THE DISTRIBUTION OF AFRICAN CULTURE-AREAS IN REFERENCE TO MODERN POLITICAL DIVISIONS, CHARACTERIZES MODERN POLITICAL DIVISIONS OF AFRICA WITH RESPECT TO THE INDIGENOUS CULTURES TO BE FOUND WITHIN THEM,	01730 17
		01730 18
		01730 19
		01730 20
*PREREQUISITE	PRECEDING MODULES,	01730 21
*EXPERIENCE	VIEW AND LISTEN TO LECTURE-DEMONSTRATION IN WHICH INSTRUCTOR WILL: SHOW OVERHEAD PROJECTOR VIEW OF MODERN POLITICAL MAP OF AFRICA WITH INDIGENOUS CULTURE-AREA MAP OVERLAY, IDENTIFY MODERN POLITICAL DIVISIONS OF AFRICA GIVING BRIEF DESCRIPTIONS OF CURRENT OR FORMER EUROPEAN COLONIAL AFFILIATIONS,	01730 11
		01730 12
		01730 13
		01730 14
		01730 15
		01730 16
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	01730 10
*MATERIALS	PROJECTOR AND TRANSPARENCIES,	01730 5
*LEVEL	ALL GRADES	01730 8
*GENERAL	ALL CANDIDATES	01730 7
*HOURS	0:25	01730 6
*EVALUATION	IS ABLE TO TELL WHAT COUNTRY AND/OR MAJOR AFRICAN CITY HE WOULD TRAVEL TO IN ORDER TO HAVE ACCESS TO A GIVEN CULTURE-AREA,	01730 22
		01730 23
		01730 24
*FILE	GEOGRAPHY POLITICAL	01730 9

*OBJECTIVES	BECOMES AWARE IN GREATER DETAIL OF THE ETHNIC GROUPS AND CULTURE-TRAITS TO BE FOUND IN THE PARTICULAR CULTURE AREA, CHARACTERIZES IN SOME DETAIL THE CULTURE OF A PARTICULAR CULTURE-AREA, TRANSMITS INFORMATION DISCOVERED	01731 21
		01731 22
		01731 23
		01731 24

	TO CLASSMATES,	01731 25
*PREREQUISITE	PRECEDING MODULES,	01731 26
*EXPERIENCE	WORKING IN A TEAM OF TWO OR THREE STUDENTS MAKE A BASIC DESCRIPTIVE STUDY OF A CHOSEN OR ASSIGNED CULTURE AREA, IDENTIFY MAJOR TRIBAL AND LINGUISTIC GROUPS, MAKE USE OF THE DESCRIPTIVE CATEGORIES LISTED IN MODULE 1728, ZOTTENBERG READING, THIS IS NOT, OBVIOUSLY, A THOROUGH ETHNOGRAPHIC SURVEY, ITS PURPOSE IS TO EXTEND, AS MUCH AS TIME AND RESOURCES WILL ALLOW, THE KNOWLEDGE OF A PARTICULAR CULTURE-AREA, PREPARE A WRITTEN DESCRIPTION OF 500 WORDS, PREPARE AN ORAL PRESENTATION OF FINDINGS TO THE CLASS,	01731 11 01731 12 01731 13 01731 14 01731 15 01731 16 01731 17 01731 18 01731 19 01731 20
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01731 10
*MATERIALS	BLANK	01731 5
*LEVEL	ALL GRADES	01731 8
*GENERAL	ALL CANDIDATES	01731 7
*HOURS	4:00	01731 6
*EVALUATION	STRUCTURES A SYSTEMATIC DESCRIPTION OF A CULTURE-AREA, TRANSMITS BASIC INFORMATION TO CLASSMATES IN AN INTERESTING MANNER IN MODULE 1731,	01731 27 01731 28 01731 29
*FILE	CULTURE-AREA SURVEY REPORT	01731 9
*OBJECTIVES	CLASS BECOMES AWARE OF THE DISCOVERIES OF INDIVIDUAL MEMBERS, CHARACTERIZES AND DIFFERENTIATES BETWEEN CULTURE-AREAS, CHARACTERIZES AND DIFFERENTIATES BETWEEN ETHNIC GROUPS WITHIN PARTICULAR CULTURE-AREAS, RESPONDS WITH INTEREST TO THE STUDY OF PARTICULAR AFRICAN CULTURES,	01732 16 01732 17 01732 18 01732 19 01732 20
*PREREQUISITE	PRECEDING MODULES,	01732 21
*EXPERIENCE	PRESENT 5 - 8 MINUTE REPORT ON THE SIGNIFICANT FEATURES OF THE CULTURE-AREA SURVEYED IN MODULE 1731, STYLE OF PRESENTATION IS AT THE DISCRETION OF THE REPORTING TEAMS OF STUDENTS, AUDIO-VISUAL AIDS MAY BE USED IF DESIRED,	01732 11 01732 12 01732 13 01732 14 01732 15
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01732 10
*MATERIALS	AUDIO-VISUAL AIDS AS REQUESTED,	01732 5
*LEVEL	BLANK	01732 8
*GENERAL	BLANK	01732 7
*HOURS	1:00	01732 6
*EVALUATION	PRESENTS ACCURATE AND SYSTEMATIC REPORT OF BASIC INFORMATION AS TIME PERMITS, EXERCISES IMAGINATION IN PRESENTATION AND ENGAGES THE INTEREST OF CLASSMATES,	01732 22 01732 23 01732 24
*FILE	CULTURE-AREA SURVEY REPORT,	01732 9
*OBJECTIVES	BECOMES AWARE OF A DIFFERENCE BETWEEN THE ANALYTICAL AND SYNTHETIC APPROACH TO AFRICAN CULTURE AND CHARACTERIZES EACH APPROACH AS TO ITS METHOD AND UTILITY, CHARACTERIZES THE HUMANISTIC APPROACH TO CULTURE AS A QUEST FOR SYNTHESIS,	01733 27 01733 28 01733 29 01733 30 01733 31
*PREREQUISITE	PRECEDING MODULES,	01733 32
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION: IS THERE AN AFRICAN CULTURE OR ARE THERE ONLY AFRICAN CULTURES? MAIN POINTS OF DEVELOPMENT: 1, THE TREATMENT OF AFRICAN CULTURE IN THE COURSE THUS FAR HAS BEEN ANALYTICAL, WHICH IS TO SAY THAT IT HAS BEEN VIEWED AS A COMPLEX OF MANY CULTURES, EACH CULTURE HAVING ITS OWN DISTINGUISHING TRAITS, 2, THE ATTEMPT WILL BE MADE IN THE REMAINDER OF THE COURSE TO IDENTIFY VALUES, ATTITUDES, OR APPROACHES TO REALITY WHICH MAY BE SAID TO CONSTITUTE A CHARACTERISTICALLY AFRICAN WORLD-VIEW, THIS ATTEMPT IS CHARACTERISTIC OF HUMANISTIC INQUIRY IN THAT SUCH INQUIRY SEEKS TO IDENTIFY BROAD SYNTHESIS OF IDEAS, 3, THE QUEST FOR AN INCLUSIVE (AFRICAN IDENTITY) IS A MAJOR CONCERN OF AFRICAN INTELLECTUALS THEMSELVES, THE QUESTION IS AN OPEN ONE, SINCE AFRICAN CULTURE IS IN THE PROCESS OF EMERGING AND WELDING ITSELF TOGETHER AS A WORLD-CULTURE,	01733 11 01733 12 01733 13 01733 14 01733 15 01733 16 01733 17 01733 18 01733 19 01733 20 01733 21 01733 22 01733 23 01733 24 01733 25 01733 26
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01733 10
*MATERIALS	BLANK	01733 5
*LEVEL	ALL GRADES	01733 8

*OBJECTIVES	CHARACTERIZES EMERGENT AFRICAN CULTURE AS AN OUTGROWTH OF THE VARIOUS INDIGENOUS TRADITIONS, DISCRIMINATES IN THE USE OF THE TERM [INDIGENOUS] AND DIFFERENTIATES BETWEEN THE MEANINGS OF THE WORDS [INDIGENOUS] AND [PRIMITIVE],	01734 20 01734 21 01734 22 01734 23
*PREREQUISITE	PRECEDING MODULES,	01734 24
*EXPERIENCE	LISTEN TO LECTURE; THE ROOTS OF AN AFRICAN WORLD-VIEW, MAIN POINTS OF DEVELOPMENT; 1, THE EMERGENT AFRICAN CULTURE IS DEEPLY ROOTED IN THE INDIGENOUS TRADITIONS, THESE PROVIDE A STARTING-POINT FOR INQUIRY, 2, THE WORD [INDIGENOUS] IS TO BE USED WITH CIRCUMSPECTION, IT TENDS TO SUGGEST [WHAT HAS EXISTED IN UNCHANGED FORM PRIOR TO THE IMPACT OF WESTERN CULTURE], ACTUALLY, [INDIGENOUS] CULTURES ARE AND HAVE ALWAYS BEEN IN A CONTINUOUS PROCESS OF CHANGE,	01734 11 01734 12 01734 13 01734 14 01734 15 01734 16 01734 17 01734 18 01734 19
*SETTING	LARGE GROUP COLLEGE	01734 10
*MATERIALS	BLANK	01734 5
*LEVEL	ALL GRADES	01734 8
*GENERAL	ALL CANDIDATES	01734 7
*HOURS	0120	01734 6
*EVALUATION	USES THE TERM [INDIGENOUS] WITH PRECISION AND DISCREMENATION, IS ABLE TO IDENTIFY THE INDIGENOUS FEATURES IN MODERN AND EMERGENT AFRICAN CULTURE,	01734 25 01734 26 01734 27
*FILE	WORLD-VIEW INDIGENOUS	01734 9

*OBJECTIVES	BECOMES AWARE OF THE BASIC FEATURES OF THE AFRICAN WORLD VIEW, CHARACTERIZES THE AFRICAN WORLD VIEW AS A VALID AND SOPHISTICATED HUMAN APPROACH TO REALITY, CHARACTERIZES THE AFRICAN WORLD VIEW AS TO THE INTEGRATION OF ITS COMPONENT CONCEPTS,	01735 33 01735 34 01735 35 01735 36 01735 37
*PREREQUISITE	PRECEDING MODULES,	01735 38
*EXPERIENCE	LISTEN TO LECTURE; BASIC FEATURES OF AN AFRICAN WORLD-VIEW, MAIN POINTS OF DEVELOPMENT; 1, AS DO ALL HUMAN VIEWS OF REALITY, THE AFRICAN WORLD-VIEW INCLUDES CONCEPTS OF THE NATURE AND PURPOSE OF HUMAN LIFE AND THE RELATIONSHIPS BETWEEN THE INDIVIDUAL AND SOCIETY, IT INCLUDES CONCEPTS OF NATURE AND THE SUPERNATURAL, 2, THESE VIEWS ACHIEVE A DEGREE OF SOPHISTICATION AND INTEGRATION WITH WHICH THEY HAVE NOT BEEN CREDITED BY WESTERN THINKERS JUDGING THEM BY WESTERN VALUES, CF, ARNOLD TOYNBEE, A STUDY OF HISTORY, VOL. V, PP. 373, 479-480, 482, THE AFRICAN INDIGENOUS WORLD-VIEW, IN SHORT, REPRESENTS NOT ONLY CULTURE, BUT ALSO CIVILIZATION, 3, THE DISTINCTIVE FEATURE OF THE AFRICAN WORLD-VIEW IS THE UNIQUE INTEGRATION OF RELIGION, PHILOSOPHY, AND FORMS OF SOCIETY, MAN IS VIEWED NOT IN RELATIONSHIP TO HIS NATURAL AND SOCIAL ENVIRONMENT, BUT AS AN INTEGRAL PART OF HIS NATURAL AND SOCIAL ENVIRONMENT, CF, W.E. ABRAHAM, THE MIND OF AFRICA, CHICAGO, UNIVERSITY OF CHICAGO PRESS, 1962 P. 46, 4, EXPRESSIONS OF THE AFRICAN WORLD-VIEW IN THE VISUAL ARTS, MUSIC AND THE DANCE, AND LITERATURE, DEMONSTRATE A HIGH DEGREE OF INTEGRATION WITH THE VALUES THAT INFORM THEM,	01735 11 01735 12 01735 13 01735 14 01735 15 01735 16 01735 17 01735 18 01735 19 01735 20 01735 21 01735 22 01735 23 01735 24 01735 25 01735 26 01735 27 01735 28 01735 29 01735 30 01735 31 01735 32
*SETTING	LARGE GROUP COLLEGE	01735 10
*MATERIALS	BLANK	01735 5
*LEVEL	ALL GRADES	01735 8
*GENERAL	ALL CANDIDATES	01735 7
*HOURS	0130	01735 6
*EVALUATION	VIEWS AFRICAN EXPRESSIONS OF VALUE SELECTIVELY,	01735 39

IDENTIFYING FEATURES WHICH DEMONSTRATE THE INTEGRITY OF	01735	40
THE AFRICAN WORLD-VIEW, RESPONDS SYMPATHETICALLY TO	01735	41
AFRICAN EXPRESSIONS OF VALUE AS EVIDENCE OF A VALID AND	01735	42
SOPHISTICATED WORLD VIEW AND AS A SIGNIFICANT CONTRIBUTION	01735	43
TO HUMAN CIVILIZATION,	01735	44
WORLD-VIEW INDIGENOUS FEATURES	01735	9

*FILE

*OBJECTIVES	CHARACTERIZE AFRICAN CULTURE AS REPRESENTING A BASIC SET	01736	13
	OF CONCEPTS AND ATTITUDES WHICH ARE HELD IN COMMON, BUT	01736	14
	WHICH ARE GIVEN DIVERSIFIED EXPRESSION IN THE CONSTITUENT	01736	15
	TRIBAL CULTURES, BECOME AWARE OF THE BASIC SET OF	01736	16
	CONCEPTS AND ATTITUDES WHICH DEFINE AN AFRICAN WORLD VIEW,	01736	17
*PREREQUISITE	PRECEDING MODULES,	01736	18
*EXPERIENCE	READ BOHANNON, P., AFRICA AND AFRICANS, GARDEN CITY, N.Y.,	01736	11
	THE NATURAL HISTORY PRESS, 1964, PP, 124-235,	01736	12
*SETTING	INDEPENDENT COLLEGE	01736	10
*MATERIALS	BLANK	01736	5
*LEVEL	ALL GRADES	01736	8
*GENERAL	ALL CANDIDATES	01736	7
*HOURS	2100	01736	6
*EVALUATION	VIEWS AFRICAN EXPRESSIONS OF VALUE SELECTIVELY,	01736	19
	IDENTIFYING FEATURES WHICH DEMONSTRATE THE INTEGRITY OF	01736	20
	THE AFRICAN WORLD-VIEW, RESPONDS SYMPATHETICALLY TO	01736	21
	AFRICAN EXPRESSIONS OF VALUE AS EVIDENCE OF A VALID AND	01736	22
	SOPHISTICATED WORLD VIEW AND AS A SIGNIFICANT CONTRIBUTION	01736	23
	TO HUMAN CIVILIZATION, INTEGRATES AND DIFFERENTIATES IN	01736	24
	VIEWING AFRICAN CULTURE AS TO THE DIFFERENCES BETWEEN	01736	25
	AFRICAN CULTURES AND THE COMMONALITY OF AFRICAN CULTURE,	01736	26
	DIFFERENTIATES BETWEEN THE AFRICAN WORLD-VIEW AND THE	01736	27
	WESTERN WORLD VIEW IN THE PERFORMANCE OF MODULE****,	01736	28
*FILE	BOHANNON READING CULTURE	01736	9

*OBJECTIVES	CHARACTERIZE A FEATURE OF THE AFRICAN CULTURE AND	01737	15
	DIFFERENTIATES BETWEEN IT AND THE CORRESPONDING FEATURE OF	01737	16
	WESTERN CULTURE,	01737	17
*PREREQUISITE	PRECEDING MODULE,	01737	18
*EXPERIENCE	WRITE: A 500-WORD ESSAY RESPONSE TO THE READING IN WHICH	01737	11
	HE SELECTS A SIGNIFICANT FEATURE OF THE AFRICAN CULTURE	01737	12
	AS IT IS PRESENTED BY BOHANNON, COMPARES AND CONTRASTS IT	01737	13
	WITH THE CORRESPONDING FEATURE OF WESTERN CULTURE,	01737	14
*SETTING	INDEPENDENT COLLEGE	01737	10
*MATERIALS	BLANK	01737	5
*LEVEL	ALL GRADES	01737	8
*GENERAL	ALL CANDIDATES	01737	7
*HOURS	3100	01737	6
*EVALUATION	SIGNIFICANCE OF THE FEATURE SELECTED AND THE	01737	19
	DISCRIMINATION WITH WHICH IT IS TREATED IN THE COMPOSITION	01737	20
	OF THE ESSAY,	01737	21
*FILE	BOHANNON READING ESSAY	01737	9

*OBJECTIVES	CHARACTERIZES THE AFRICAN VIEW OF MAN AS FORCE-BEING,	01738	23
	DIFFERENTIATES FROM THE WESTERN CONCEPT OF MAN,	01738	24
	DIFFERENTIATES BETWEEN WESTERN INDIVIDUALISM AND AFRICAN	01738	25
	COMMUNALISM IN THE IDENTIFICATION OF SIGNIFICANCE IN HUMAN	01738	26
	LIFE, CHARACTERIZES THE AFRICAN COMMUNITY AND KINSHIP	01738	27
	GROUP AS EXTENDED IN TIME,	01738	28
*PREREQUISITE	PRECEDING MODULES,	01738	29
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION: SIGNIFICANT FEATURES	01738	11

	OF THE AFRICAN WORLD-VIEW: MAIN IDEAS TO BE DEVELOPED:	01738 12
	1, HUMANITY IS DEFINED BY VITAL FORCE, IDENTIFY	01738 13
	CORRESPONDING AND CONTRASTING CONCEPTS IN CLASSICAL AND	01738 14
	JUDEO-CHRISTIAN ANTHROPOLOGIES, 2, INDIVIDUAL IDENTITY	01738 15
	IS DEFINED IN RELATION TO THE KINSHIP AND TRIBAL GROUP,	01738 16
	CF, BOHANNON, AFRICA AND AFRICANS, OP, CIT, PP, 171-173,	01738 17
	3, THE KINSHIP GROUP IS A CONTINUUM IN TIME AS WELL AS IN	01738 18
	EXTENT, INCLUDING, AT ONE END, THE DEAD ANCESTORS AND, AT	01738 19
	THE OTHER, UNBORN GENERATIONS, CF, THE POEM BY BIRAGO	01738 20
	DIOP, [THE DEAD ARE NOT DEAD], QUOTED IN JAHN, J., MUNTU,	01738 21
	LONDON, FABER AND FABER, 1961, P, 108,	01738 22
	SMALL GROUP ≥1-12 STUDENTS* COLLEGE	01738 10
*SETTING		
*MATERIALS	BLANK	01738 5
*LEVEL	ALL GRADES	01738 8
*GENERAL	ALL CANDIDATES	01738 7
*HOURS	1:00	01738 6
*EVALUATION	IS ABLE TO ARTICULATE THE CONCEPT OF VITAL FORCE IN	01738 30
	DISCUSSION OR WRITING AND IS ABLE TO IDENTIFY THE DEGREE	01738 31
	TO WHICH THE CONCEPT IS SHARED OR REJECTED BY WESTERN MAN,	01738 32
	USES THE TERMS [EXTENDED FAMILY] AND [COMMUNALITY] WITH	01738 33
	DISCRIMINATION AND ACCURACY,	01738 34
*FILE	WORLD-VIEW MAN COMMUNALITY	01738 9

*OBJECTIVES	CHARACTERIZES THE BANTU, AND, TO A BROADER EXTENT, THE	01739 17
	PREVAILING AFRICAN VIEW OF BEING AS CENTERED IN THE NOTION	01739 18
	OF VITAL FORCE, BECOMES AWARE OF THE SOPHISTICATION AND	01739 19
	FUNCTIONAL UTILITY OF AFRICAN PHILOSOPHICAL CONCEPTS,	01739 20
*PREREQUISITE	PRECEDING MODULES,	01739 21
*EXPERIENCE	READ: TEMPELS, PLACIDE, BANTU PHILOSOPHY, PARIS,	01739 11
	PRESENCE AFRICAINE, 1959, CHAPTERS 11, V AND VI, ≥52	01739 12
	PAGES TOTAL*, WRITE: A RESPONSE TO THE READING FROM BANTU	01739 13
	PHILOSOPHY IN THE FORM OF A 300 WORD DEFINITION OF THE	01739 14
	TERM [VITAL FORCE] AS IT APPLIES TO THE BANTU CONCEPT OF	01739 15
	HUMAN BEING,	01739 16
	INDEPENDENT COLLEGE	01739 10
*SETTING		
*MATERIALS	BLANK	01739 5
*LEVEL	ALL GRADES	01739 8
*GENERAL	ALL CANDIDATES	01739 7
*HOURS	3:00	01739 6
*EVALUATION	IS ABLE TO EXPRESS THE MEANING OF THE TERM [VITAL FORCE]	01739 22
	ACCURATELY IN HIS OWN WORDS AND AS FULLY AS ENGLISH	01739 23
	LANGUAGE AND THOUGHT FORMS WILL PERMIT,	01739 24
*FILE	TEMPELS PHILOSOPHY VITAL FORCE,	01739 9

*OBJECTIVES	CHARACTERIZES THE AFRICAN WORLD-VIEW AS BEING	01740 33
	FUNDAMENTALLY RELIGIOUS, CHARACTERIZES THE RELATIONSHIP	01740 34
	BETWEEN MAN, GOD, AND THE NATURAL ORDER IN AFRICAN BELIEF,	01740 35
*PREREQUISITE	PRECEDING MODULES,	01740 36
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION: SIGNIFICANT FEATURES	01740 11
	OF THE AFRICAN WORLD-VIEW: NATURE, MAN, AND GOD, MAIN	01740 12
	IDEAS TO BE DEVELOPED: 1, THE AFRICAN WORLD-VIEW IS	01740 13
	FUNDAMENTALLY RELIGIOUS, THE VIEW OF NATURE IS PENETRATED	01740 14
	BY A CONSCIOUSNESS OF THE SUPERNATURAL, THIS DOES NOT	01740 15
	DENY THE EXISTANCE OF NATURAL CAUSES FOR EVENTS, BUT IT	01740 16
	AFFIRMS THE EXISTANCE OF SUPERNATURAL CAUSES OPERATING	01740 17
	BEHIND THE NATURAL ONES, 2, NATURE AND MAN ARE VIEWED AS	01740 18
	THE CREATURES OF A SINGLE [HIGH GOD] WHO SUBSEQUENTLY	01740 19
	WITH-DREW FROM HIS CREATION TO A REMOTE AND TRANSCENDANT	01740 20
	POSITION, THE IDEA OF THE TRANSCENDANT HIGH GOD IS	01740 21

	VIRTUALLY UNIVERSAL IN AFRICAN RELIGION, HE IS, HOWEVER	01740	22
	WORSHIPPED RARELY AND WITH VERY SIMPLE RITUAL, 3, ACCESS	01740	23
	TO THE HIGH GOD IS THROUGH TWO CHANNELS: ANCESTORS AND	01740	24
	MINOR DIVINITIES, ANCESTORS PARTICIPATE ACTIVELY IN THE	01740	25
	AFFAIRS OF THE LIVING COMMUNITY, ARE CONSULTED IN	01740	26
	DECISIONS, AND REFLECT DESPLEASURE BY CAUSING OR	01740	27
	PERMITTING MISFORTUNE, MINOR DIVINITIES ARE IDENTIFIED	01740	28
	WITH NATURAL FORCES AND ARE USUALLY LOCALIZED IN AN OBJECT	01740	29
	OR A PLACE. BIBLIOGRAPHIC REFERENCES: BOHANNON, OP, CIT,	01740	30
	222-231. PARRINDER, G., AFRICAN TRADITIONAL RELIGION,	01740	31
	LONDON, HUTCHINSONS, 1954,	01740	32
SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE	01740	10
*MATERIALS	BLANK	01740	5
*LEVEL	ALL GRADES	01740	8
*GENERAL	ALL CANDIDATES	01740	7
*HOURS	1100	01740	6
*EVALUATION	READS AND VIEWS WITH DISCRIMINATION THE EXPRESSIONS OF	01740	37
	AFRICAN RELIGION IN FOLKLORE AND THE VISUAL ARTS,	01740	38
*FILE	RELIGION MAN NATURE	01740	9

*OBJECTIVES	BECOMES AWARE OF THE EXISTANCE OF AFRICAN ETHICAL SYSTEMS	01741	24
	POSSESSING FUNCTIONAL UTILITY, PHILOSOPHICAL	01741	25
	SOPHISTICATION AND HUMANE INTENT, CHARACTERIZES AFRICAN	01741	26
	ETHICAL SYSTEMS AS BEING FOCUSSED IN THE ONTOLOGICAL	01741	27
	WELFARE OF THE HUMAN BEING, RESPONDS TO THE HUMANE FOCUS	01741	28
	OF AFRICAN ETHICS AS OFFERING A USEFUL APPROACH TO ALL	01741	29
	QUESTIONS OF HUMAN ETHICS,	01741	30
*PREREQUISITE	PRECEDING MODULES,	01741	31
*EXPERIENCE	PARTICIPATE IN A SMALL-GROUP DISCUSSION OF INDIGENOUS	01741	11
	AFRICAN ETHICS AND ETHICAL SANCTIONS, DISCUSS THE	01741	12
	FOLLOWING QUESTIONS IN THE LIGHT OF THE PRECEDING LECTURE-	01741	13
	DISCUSSIONS AND READINGS: 1, HOW WOULD INDIGENOUS AFRICAN	01741	14
	THINKERS DEFINE THE TERM [GOOD] WHEN USED IN AN ETHICAL	01741	15
	SENSE? 2, CONTRAST THIS DEFINITION WITH SOME OF THE	01741	16
	ETHICAL THEORIES OF WESTERN CULTURE, WHAT DO YOU MEAN	01741	17
	WHEN YOU SAY THAT AN ACTION IS ETHICALLY [GOOD]? HOW DOES	01741	18
	THIS DIFFER FROM THE AFRICAN DEFINITION OF ETHICAL GOOD?	01741	19
	3, CAN YOU IDENTIFY ANY POINTS OF AGREEMENT BETWEEN	01741	20
	AFRICAN AND WESTERN CONCEPTS ON ETHICAL GOOD? 4, DO	01741	21
	AFRICAN ETHICAL CONCEPTS OFFER ANY USEFULNESS IN SOLVING	01741	22
	ETHICAL QUESTIONS CONFRONTING WESTERN MAN.	01741	23
SETTING	SMALL GROUP 21-12 STUDENTS COLLEGE	01741	10
*MATERIALS	BLANK	01741	5
*LEVEL	ALL GRADES	01741	8
*GENERAL	ALL CANDIDATES	01741	7
*HOURS	1100	01741	6
*EVALUATION	REFLECTS IN DISCUSSION AN AWARENESS OF THE BASIC	01741	32
	PRINCIPLES OF AFRICAN INDIGENOUS ETHICS, ABSTRACTS AND	01741	33
	APPLIES AFRICAN ETHICAL CONCEPTS TO VARIOUS HUMAN	01741	34
	SITUATIONS,	01741	35
*FILE	ETHICS DISCUSSION	01741	9

*OBJECTIVES	BECOME AWARE OF THE FUNCTIONS OF FOLKLORE AND STORY-	01742	13
	TELLING IN AFRICAN CULTURE, BECOME SENSITIVE TO STYLISTIC	01742	14
	FEATURES OF AFRICAN FOLKLORE, BECOME SENSITIVE TO THE	01742	15
	EXPRESSION OF VALUES IN AFRICAN FOLKLORE,	01742	16
*PREREQUISITE	PREVIOUS MODULES,	01742	17
*EXPERIENCE	LISTEN TO A LECTURE ON THE NATURE AND FUNCTION OF AFRICAN	01742	11
	FOLKLORE,	01742	12

*SETTING	LARGE GROUP COLLEGE	01742 10
*MATERIALS	BLANK	01742 5
*LEVEL	ALL GRADES	01742 8
*GENERAL	ALL CANDIDATES	01742 7
*HOURS	1100	01742 6
*EVALUATION	IS ABLE TO READ TRANSLATIONS OF AFRICAN FOLK-TALES WITH DISCRIMINATION AS TO THE FUNCTION OF THE STORY AND THE STYLISTIC TECHNIQUES BY WHICH THE FUNCTION IS EMPHASIZED, IS ABLE SATISFACTORILY TO PERFORM MODULES 1746, 1747,	01742 18 01742 19 01742 20 01742 21
*FILE	LECTURE FOLKLORE LITERATURE	01742 9

*OBJECTIVES	BECOME AWARE OF THE FLEXIBLE AND CHANGING NATURE OF ORAL LITERATURE AS DISTINGUISHED FROM WRITTEN LITERATURE,	01743 16 01743 17
*PREREQUISITE	PREVIOUS MODULES,	01743 18
*EXPERIENCE	LISTEN TO LECTURE ON THE NATURE AND FUNCTION OF AFRICAN FOLKLORE: FIRST SUBTOPIC, THE ORAL CHARACTER OF THE FOLKTALE AND ITS IMPLICATIONS: 1, PERSISTENCE AND MODIFICATION, CONSISTENCY AND IMPROVISATION, 2 THE STORY-TELLER AND HIS AUDIENCE,	01743 11 01743 12 01743 13 01743 14 01743 15
*SETTING	LARGE GROUP COLLEGE	01743 10
*MATERIALS	BLANK	01743 5
*LEVEL	ALL GRADES	01743 8
*GENERAL	ALL CANDIDATES	01743 7
*HOURS	0110	01743 6
*EVALUATION	READS OR LISTENS TO TRANSLATIONS OF AFRICAN FOLK LITERATURE WITH DISCRIMINATIONS AS TO THE FEATURES PECULIAR TO ORAL LITERATURE, IS ABLE SATISFACTORILY TO PERFORM MODULES 1744, 1745,	01743 19 01743 20 01743 21 01743 22
*FILE	LECTURE FOLKLORE LITERATURE	01743 9

*OBJECTIVES	BECOME AWARE OF THE SITUATIONAL NATURE OF THE AFRICAN FOLKTALE,	01744 18 01744 19
*PREREQUISITE	PRECEDING MODULE,	01744 20
*EXPERIENCE	LISTEN TO LECTURE ON THE NATURE AND FUNCTION OF AFRICAN FOLKLORE: SECOND SUBTOPIC, THE SOCIAL FUNCTIONS OF THE FOLKTALE: 1, ARTICULATION AND PRESERVATION OF VALUES, 2, EXPLANATION OF CUSTOM AND RITUAL, 3, ENTERTAINMENT, 4, COMBINATION OF FUNCTIONS; ALL THE PRECEDING FUNCTIONS MAY BE PRESENT ON ANY GIVEN STORY-TELLING OCCASION BUT IN DIFFERING PROPORTIONS AS APPROPRIATE TO THE OCCASION,	01744 11 01744 12 01744 13 01744 14 01744 15 01744 16 01744 17
*SETTING	LARGE GROUP COLLEGE	01744 10
*MATERIALS	BLANK	01744 5
*LEVEL	ALL GRADES	01744 8
*GENERAL	ALL CANDIDATES	01744 7
*HOURS	0115	01744 6
*EVALUATION	READS OR LISTENS TO AFRICAN FOLKTALES WITH DISCRIMINATION AS TO THOSE FEATURES WHICH REFLECT THE SOCIAL CONTEXT OF ITS TELLING, IS ABLE SATISFACTORILY TO PERFORM MODULES 1744 + 1745,	01744 21 01744 22 01744 23 01744 24
*FILE	LECTURE FOLKLORE LITERATURE	01744 9

	AND PROVERB,	01745 18
*OBJECTIVES	BECOME AWARE OF THE MAJOR THEMES OF AFRICAN FOLKLORE,	01745 19
*PREREQUISITE	PRECEDING MODULES,	01745 20
*EXPERIENCE	LISTEN TO LECTURE ON THE NATURE AND FUNCTION OF AFRICAN FOLKLORE: THIRD SUBTOPIC, LEADING THEMES IN AFRICAN FOLKLORE AND THEIR DISTRIBUTION AMONG THE CULTURES OF AFRICA, 1, MYTHS; EXPLANATION OF NATURAL PHENOMENA,	01745 11 01745 12 01745 13 01745 14

	SANCTION FOR CULT AND CUSTOM, 2, MORAL TALES; ANIMAL	01745 15
	STORIES; THE UNNATURAL CHILD THEME, 3, [ANIMAL TRICKSTER]	01745 16
	STORIES; 4, [HISTORICAL] TALES, 5, RELATED FORMS; RIDDLE	01745 17
*SETTING	LARGE GROUP COLLEGE	01745 10
*MATERIALS	BLANK	01745 5
*LEVEL	ALL GRADES	01745 8
*GENERAL	ALL CANDIDATES	01745 7
*HOURS	0125	01745 6
*EVALUATION	READS OR LISTENS TO TRANSLATIONS OF AFRICAN FOLK-	01745 21
	LITERATURE WITH DISCRIMINATION AS TO ITS THEME AND	01745 22
	FUNCTION, IS ABLE SATISFACTORILY TO PERFORM MODULES 1744	01745 23
	+ 1745,	01745 24
*FILE	LECTURE FOLKLORE LITERATURE	01745 9

*OBJECTIVES	APPLY INFORMATION OBTAINED IN PRECEDING LECTURE MODULES	01746 22
	1740-1743, BECOME FAMILIAR WITH THE STORY CONTENT OF	01746 23
	REPRESENTATIVE FOLK-TALES, DEVELOP SELECTED ATTENTION TO	01746 24
	THE FUNCTIONAL PURPOSE OF FOLKTALES,	01746 25
*PREREQUISITE	PRECEDING MODULES,	01746 26
*EXPERIENCE	READ: HESKOVITS, THE DAHOMEAN NARRATIVE PP, 125-126 (TO	01746 11
	EACH IS GIVEN HIS DOMINION; 126-129 [THE RULE OF SKY AND	01746 12
	EARTH DELIMITED; 129-132 [SOGBO BECOMES MASTER OF THE	01746 13
	UNIVERSE; 134-135 [SUN GOD BRINGS IRON TO MAN; 139-142	01746 14
	[HOW LEGBA BECAME CHIEF OF THE GODS; HOW MAGIC BECAME A	01746 15
	HUMAN SKILL; MAN AGAINST CREATOR; HOW MAGIC SPREAD; 142-	01746 16
	148 [HOW LEGBA BECAME GUARDIAN OF MEN AND GODS; WHY THE	01746 17
	DOG IS RESPECTED; WRITE: FOR EACH FOLKTALE, ONE OR TWO	01746 18
	SENTENCES DESCRIBING THE MAJOR AND SUBSIDIARY FUNCTIONS OF	01746 19
	THE STORY, IDENTIFY PARTICULARLY SIGNIFICANT REFLECTIONS	01746 20
	OF THE AFRICAN WORLD-VIEW AS OUTLINED IN MODULES 012-018,	01746 21
*SETTING	INDEPENDENT COLLEGE	01746 10
*MATERIALS	BLANK	01746 5
*LEVEL	ALL GRADES	01746 8
*GENERAL	ALL CANDIDATES	01746 7
*HOURS	2:00	01746 6
*EVALUATION	ACCURACY WITH WHICH THE FUNCTIONS OF THE TALES ARE	01746 27
	IDENTIFIED,	01746 28
*FILE	FOLKLORE READING HESKOVITS	01746 9

*OBJECTIVES	TO CHARACTERIZE AFRICAN LITERATURE STYLISTICALLY, DEVELOP	01747 23
	SELECTED ATTENTION TO THE VALUE-CONTENT OF AFRICAN	01747 24
	FOLKLORE,	01747 25
*PREREQUISITE	PRECEDING MODULES,	01747 26
*EXPERIENCE	PARTICIPATE IN A GROUP DISCUSSION ON THE STYLISTIC	01747 11
	FEATURES OF AFRICAN FOLKLORE, HEURISTIC QUESTIONS; WAS	01747 12
	THE LANGUAGE CONCRETE OR ABSTRACT? ILLUSTRATE, WHAT	01747 13
	ASPECTS OF HUMAN LIFE DID THE STORIES DESCRIBE? WHAT	01747 14
	ASPECTS OF HUMAN LIFE DID THE STORIES SUGGEST AS BEING	01747 15
	MOST IMPORTANT? ILLUSTRATE, IS IT POSSIBLE TO IDENTIFY	01747 16
	ABSTRACT OR PHILOSOPHICAL IDEAS AND VALUES IN THE STORIES?	01747 17
	WHAT ARE SOME OF THEM? WHAT ARE SOME POSSIBLE	01747 18
	INTERPRETATIONS OF THE STATEMENT, [LIFE AND DEATH ARE TWO	01747 19
	FRIENDS OF THE WORLD,] HESKOVITS, DAHOMEAN NARRATIVE, P,	01747 20
	142? WHAT DO YOU THINK ARE THE QUALITIES OF A GOOD TELLER	01747 21
	OF AFRICAN STORIES?	01747 22
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01747 10
*MATERIALS	BLANK	01747 5
*LEVEL	ALL GRADES	01747 8
*GENERAL	ALL CANDIDATES	01747 7

*HOURS	1100	01747	6
*EVALUATION	RESPONDS TO HEURISTIC QUESTIONS VOLUNTARILY, WITH AWARENESS OF THE CONTENT OF THE FOLKTALES BEING DISCUSSED AND WITH DISCRIMINATION AS TO THE STYLISTIC CLUES TO THE VALUE-CONTENT OF THE LITERATURE,	01747	27
		01747	28
		01747	29
		01747	30
*FILE	FOLKLORE STYLE DISCUSSION	01747	9

*OBJECTIVES	BECOME AWARE OF THE DECLAMATORY STYLE OF THE STORY-TELLER,	01748	21
	BECOME AWARE OF THE FLEXIBLE COMBINATION OF INCIDENTS IN AFRICAN FOLKTALES, BECOME SENSITIVE TO THE MANNER IN WHICH INCIDENTS ARE MOLDED AROUND A THEME APPROPRIATE TO THE STORY-TELLING OCCASION,	01748	22
		01748	23
		01748	24
		01748	25
*PREREQUISITE	PRECEDING MODULES,	01748	26
*EXPERIENCE	LISTEN TO A RECORDING OF AN AFRICAN STORY-TELLER TELLING A FOLK-TALE IN HIS OWN LANGUAGE AND IN HIS OWN SOCIAL CONTEXT, READ A PARALLEL ENGLISH TRANSLATION OF THE STORY	01748	11
		01748	12
		01748	13
		01748	14
		01748	15
		01748	16
		01748	17
		01748	18
		01748	19
		01748	20
*SETTING	INDEPENDENT COLLEGE	01748	10
*MATERIALS	TAPE OR RECORD MADE IN THE FIELD, ENGLISH TRANSLATION ON INDIVIDUAL COPIES, AVAILABLE IN INDIVIDUAL CARRELS,	01748	5
		01748	
*LEVEL	ALL GRADES	01748	8
*GENERAL	ALL CANDIDATES	01748	7
*HOURS	0130	01748	6
*EVALUATION	IS ABLE TO READ AFRICAN FOLKTALES WITH SENSITIVITY TO THEIR ORAL FORM; BE ABLE TO AURALLY IMAGINE THE SOUND OF THE ORAL ORIGINAL OF WRITTEN AND TRANSLATED FOLKTALES, IS ABLE TO TELL AN AFRICAN FOLKTALE WITH SOME APPROACH TO THE DECLAMATORY VIGOR OF AN AFRICAN STORYTELLER AS REQUIRED IN MODULE 1748,	01748	27
		01748	28
		01748	29
		01748	30
		01748	31
		01748	32
*FILE	FOLKLORE RECORDING STORY-TELLING	01748	9

*OBJECTIVES	BECOME AWARE OF THE STORY CONTENT OF A NUMBER OF AFRICAN FOLKTALES, BECOME ABLE TO CHARACTERIZE FOLKTALES AS TO THEME AND SOCIAL FUNCTION, RESPOND TO AFRICAN FOLKTALES WITH A DEGREE OF SATISFACTION AND ENJOYMENT,	01749	23
		01749	24
		01749	25
		01749	26
*PREREQUISITE	PRECEDING MODULES,	01749	27
*EXPERIENCE	READ: TEN OR TWELVE FOLKTALES OF DISTRIBUTED THEME AND FUNCTION AND FROM SEVERAL DIFFERENT ETHNIC ORIGINS WITHIN SUB-SAHARAN AFRICA, WRITE: A RECORD OF FOLKTALES READ LISTING FOR EACH TALE: ITS ETHNIC ORIGIN, ITS THEME, AND ITS PRIMARY AND SUBSIDIARY SOCIAL FUNCTIONS, BIBLIOGRAPHIC REFERENCES: HERSKOVITS, THE DAHOMEAN NARRATIVE, OP, CIT, BEIER, ULLI, THE ORIGIN OF LIFE AND DEATH, LONDON, HEINEMANN EDUCATIONAL BOOKS, 1966, RADIN, P., AFRICAN FOLKTALES AND SCULPTURE, NEW YORK, PANTHEON, 1952, FROBENIUS, L., AND FOX, D., AFRICAN GENESIS, LONDON, FABER AND FABER OR OTHER FOLKTALE SOURCES IDENTIFIED BY THE INSTRUCTOR,	01749	11
		01749	12
		01749	13
		01749	14
		01749	15
		01749	16
		01749	17
		01749	18
		01749	19
		01749	20
		01749	21
		01749	22
*SETTING	INDEPENDENT COLLEGE	01749	10

*MATERIALS	BLANK	01749	5
*LEVEL	ALL GRADES	01749	8
*GENERAL	ALL CANDIDATES	01749	7
*HOURS	2130	01749	6
*EVALUATION	ES ABLE TO RETELL A STORY OR STORY IN ENGLISH WITH VITALITY OF STYLE AND LANGUAGE, AS REQUIRED IN MODULE 17480	01749	28
*FILE	AFRICAN FOLKTALES READING SOCIAL FUNCTION + THEME	01749	29

*OBJECTIVE	CREATE AWARENESS OF AND SENSITIVITY TO THE SOCIAL CONTEXT	01750	21
	OF AFRICAN STORY-TELLING, DEVELOP A WILLINGNESS TO RESPOND TO THE STORY-TELLING EXPERIENCE, DEVELOP A SATISFACTION IN RESPONSE TO AFRICAN ORAL LITERATURE BY BECOMING SUBJECTIVELY INVOLVED IN THE STORY-TELLING PROCESS, DEVELOP THE TECHNIQUE OF STORY-TELLING AS AN IMPORTANT SKILL FOR ELEMENTARY TEACHERS,	01750	22
*PREREQUISITE	PRECEDING MODULES,	01750	23
*EXPERIENCE	PARTICIPATE IN A GROUP STORY-TELLING SESSION IN WHICH STUDENTS RE-TELL STORIES THEY HAVE READ, OTHER STUDENTS IN THE GROUP WILL CONSTITUTE THE AUDIENCE, SETTING FOR THIS EXPERIENCE SHOULD BE AS INFORMAL AS POSSIBLE, STUDENTS SEATED IN A CIRCLE ON LOW SEATS OR BENCHES, RECORDINGS OF AFRICAN MUSIC CAN BE PLAYED AS STUDENTS ASSEMBLE TO CREATE A CONTEXT FOR STORY-TELLING, THE ATTEMPT HERE IS NOT TO IMITATE AFRICA, BUT TO ESTABLISH A SOCIAL SETTING ANALOGOUS TO THAT IN WHICH AFRICAN STORY-TELLING TAKES PLACE,	01750	24
		01750	25
		01750	26
		01750	27
		01750	28
		01750	29
		01750	30
		01750	31
		01750	32
		01750	33
		01750	34
		01750	35
		01750	36
		01750	37
		01750	38
		01750	39
		01750	40
		01750	41
		01750	42
		01750	43
		01750	44
		01750	45
		01750	46
		01750	47
		01750	48
		01750	49
		01750	50
		01750	51
		01750	52
		01750	53
		01750	54
		01750	55
		01750	56
		01750	57
		01750	58
		01750	59
		01750	60
		01750	61
		01750	62
		01750	63
		01750	64
		01750	65
		01750	66
		01750	67
		01750	68
		01750	69
		01750	70
		01750	71
		01750	72
		01750	73
		01750	74
		01750	75
		01750	76
		01750	77
		01750	78
		01750	79
		01750	80
		01750	81
		01750	82
		01750	83
		01750	84
		01750	85
		01750	86
		01750	87
		01750	88
		01750	89
		01750	90
		01750	91
		01750	92
		01750	93
		01750	94
		01750	95
		01750	96
		01750	97
		01750	98
		01750	99
		01750	100
		01750	101
		01750	102
		01750	103
		01750	104
		01750	105
		01750	106
		01750	107
		01750	108
		01750	109
		01750	110
		01750	111
		01750	112
		01750	113
		01750	114
		01750	115
		01750	116
		01750	117
		01750	118
		01750	119
		01750	120
		01750	121
		01750	122
		01750	123
		01750	124
		01750	125
		01750	126
		01750	127
		01750	128
		01750	129
		01750	130
		01750	131
		01750	132
		01750	133
		01750	134
		01750	135
		01750	136
		01750	137
		01750	138
		01750	139
		01750	140
		01750	141
		01750	142
		01750	143
		01750	144
		01750	145
		01750	146
		01750	147
		01750	148
		01750	149
		01750	150
		01750	151
		01750	152
		01750	153
		01750	154
		01750	155
		01750	156
		01750	157
		01750	158
		01750	159
		01750	160
		01750	161
		01750	162
		01750	163
		01750	164
		01750	165
		01750	166
		01750	167
		01750	168
		01750	169
		01750	170
		01750	171
		01750	172
		01750	173
		01750	174
		01750	175
		01750	176
		01750	177
		01750	178
		01750	179
		01750	180
		01750	181
		01750	182
		01750	183
		01750	184
		01750	185
		01750	186
		01750	187
		01750	188
		01750	189
		01750	190
		01750	191
		01750	192
		01750	193
		01750	194
		01750	195
		01750	196
		01750	197
		01750	198
		01750	199
		01750	200
		01750	201
		01750	202
		01750	203
		01750	204
		01750	205
		01750	206
		01750	207
		01750	208
		01750	209
		01750	210
		01750	211
		01750	212
		01750	213
		01750	214
		01750	215
		01750	216
		01750	217
		01750	218
		01750	219
		01750	220
		01750	221
		01750	222
		01750	223
		01750	224
		01750	225
		01750	226
		01750	227
		01750	228
		01750	229
		01750	230
		01750	231
		01750	232
		01750	233
		01750	234
		01750	235
		01750	236
		01750	237
		01750	238
		01750	239
		01750	240
		01750	241
		01750	242
		01750	243
		01750	244
		01750	245
		01750	246
		01750	247
		01750	248
		01750	249
		01750	250
		01750	251
		01750	252
		01750	253
		01750	254
		01750	255
		01750	256
		01750	257
		01750	258
		01750	259
		01750	260
		01750	261
		01750	262
		01750	263
		01750	264
		01750	265
		01750	266
		01750	267
		01750	268
		01750	269
		01750	270
		01750	271
		01750	272
		01750	273
		01750	274
		01750	275
		01750	276
		01750	277
		01750	278
		01750	279
		01750	280
		01750	281
		01750	282
		01750	283
		01750	284
		01750	285
		01750	286
		01750	287
		01750	288
		01750	289
		01750	290
		01750	291
		01750	292
		01750	293
		01750	294
		01750	295
		01750	296
		01750	297
		01750	298
		01750	299
		01750	300
		01750	301
		01750	302
		01750	303
		01750	304
		01750	305
		01750	306
		01750	307
		01750	308
		01750	309
		01750	310
		01750	311
		01750	312
		01750	313
		01750	314
		01750	315
		01750	316
		01750	317
		01750	318
		01750	319
		01750	320
		01750	321
		01750	322
		01750	323
		01750	324
		01750	325
		01750	326
		01750	327
		01750	328
		01750	329
		01750	330
		01750	331
		01750	332
		01750	333
		01750	334
		01750	335
		01750	336
		01750	337
		01750	338
		01750	339
		01750	340
		01750	341
		01750	342
		01750	343
		01750	344
		01750	345
		01750	346
		01750	347
		01750	348
		01750	349
		01750	350
		01750	351
		01750	352
		01750	353
		01750	354
		01750	355
		01750	356
		01750	357
		01750	358
		01750	359
		01750	360
		01750	361
		01750	362
		01750	363
		01750	364
		01750	365
		01750	366
		01750	367
		01750	368
		01750	369
		01750	370
		01750	371
		01750	372
		01750	373
		01750	374
		01750	375
		01750	376
		01750	377
		01750	378
		01750	379
		01750	380
		01750	381
		01750	382
		01750	383
		01750	384
		01750	385
		01750	386
		01750	387
		01750	388
		01750	389
		01750	390
		01750	

	INDIGENOUS AFRICAN VALUES AND THEIR MANIFOLD EXPRESSIONS, 01751 25
	THE NOVEL IS USED, THEREFORE, AS A TEXTBOOK, BUT THIS IS 01751 26
	IN NO WAY TO VIOLATE THE AUTHOR'S PURPOSE, LIST 01751 27
	INCIDENTS IN THE NOVEL IN WHICH LITERARY, MUSICAL, OR 01751 28
	DANCE RESPONSES ARE DESCRIBED, CHARACTERIZE, IN A 01751 29
	SENTENCE OR TWO, EACH RESPONSE AS TO THE SOCIAL PURPOSE 01751 30
	OF THE EXPRESSION AND THE HUMAN EMOTION REFLECTED IN IT, 01751 31
	LIST: 180 PROVERBS REPEATED IN THE NOVEL AND IDENTIFY THE 01751 32
	SOCIAL VALUE WHICH THE PROVERB REINFORCES, 01751 33
*SETTING	INDEPENDENT COLLEGE 01751 10
*MATERIALS	INDIVIDUAL COPIES OF THE NOVEL, 01751 5
*LEVEL	ALL GRADES 01751 8
*GENERAL	ALL CANDIDATES 01751 7
*HOURS	6:00 01751 6
*EVALUATION	IS ABLE TO RESPOND WITH DISCRIMINATION IN THE SUBSEQUENT 01751 41
	DISCUSSION, MODULE 1752, MAKES COMPLETE AND ACCURATE 01751 42
	LISTS AND INTERPRETATIONS AS REQUIRED, 01751 43
*FILE	ACHEBE VALUES EXPRESSIONS 01751 9

*OBJECTIVES	BECOME AWARE OF THE INTERRELATEDNESS OF MUSIC AND LANGUAGE 01752 26
	IN AFRICAN MUSIC AND POETRY, 01752 27
*PREREQUISITE	PRECEDING MODULES, 01752 28
*EXPERIENCE	LISTEN TO LECTURE; AFRICAN MUSIC, POETRY, AND DANCE; 01752 11
	FIRST SUBTOPIC, MUSIC AND LANGUAGE; THE TONAL NATURE 01752 12
	OF MOST SUB-SAHARAN AFRICAN LANGUAGES ESTABLISHES THE 01752 13
	MELODIC PATTERN OF MUSIC, TONAL WORDS SUNG TO NON- 01752 14
	COMPATIBLE MUSIC, AS IN THE CASE OF CHRISTIAN HYMNS 01752 15
	TRANSLATED INTO THE AFRICAN LANGUAGE BUT SUNG TO 01752 16
	TRADITIONAL WESTERN MELODIES, ARE RENDERED NONSENSE OR 01752 17
	EVEN OBSCENE, ILLUSTRATE THE PRIMARY POINT WITH LANGUAGE 01752 18
	RECORDING AND SONG RECORDING, CONVERSELY, THE TONAL 01752 19
	ELEMENTS OF SPEECH PRODUCED BY MUSICAL INSTRUMENTS CAN 01752 20
	CONVEY VERBAL MEANINGS, EXAMPLE AND ILLUSTRATION; THE 01752 21
	[TALKING] DRUM OR FLUTE, WHEN RHYTHMIC REPETITION, 01752 22
	PARALLELISM, AND IMAGERY ARE ADDED TO AFRICAN SPEECH, THE 01752 23
	RESULT IS A SONG-POEM, ILLUSTRATE WITH RECORDING AND 01752 24
	PARALLEL TRANSLATION, 01752 25
*SETTING	LARGE GROUP COLLEGE 01752 10
*MATERIALS	RECORDINGS OF AFRICAN SONGS AND INSTRUMENTAL MUSIC, 01752 5
*LEVEL	ALL GRADES 01752 8
*GENERAL	ALL CANDIDATES 01752 7
*HOURS	0:40 01752 6
*EVALUATION	READS AFRICAN POETRY AND LISTENS TO AFRICAN MUSIC WITH 01752 29
	DISCRIMINATION AS TO THE RELATIONSHIPS OF MUSIC AND 01752 30
	LANGUAGE, 01752 31
*FILE	MUSIC POETRY DANCE 01752 9

*OBJECTIVES	BECOME AWARE OF THE OCCASIONS IN INDIGENOUS AFRICAN LIFE 01753 16
	WHICH PROMPT THE PRODUCTION OF MUSIC, TO LISTEN TO 01753 17
	AFRICAN MUSIC WITH DISCRIMINATION AS TO ITS SOCIAL 01753 18
	MOTIVATION AND FUNCTION, 01753 19
*PREREQUISITE	PRECEDING MODULES, 01753 20
*EXPERIENCE	LISTEN TO LECTURE; AFRICAN MUSIC, POETRY, AND DANCE; 01753 11
	SECOND OCCASIONS FOR MUSICAL BEHAVIOR IN INDIGENOUS 01753 12
	AFRICAN SOCIETIES, RELIGIOUS CEREMONIAL SIGNIFICANT HUMAN 01753 13
	EVENTS: BIRTH, INITIATION, MARRIAGE, DEATH, WORK 01753 14
	ENTERTAINMENT 01753 15
*SETTING	LARGE GROUP COLLEGE 01753 10
*MATERIALS	BLANK 01753 5
*LEVEL	ALL GRADES 01753 8
*GENERAL	ALL CANDIDATES 01753 7
*HOURS	0:10 01753 6
*EVALUATION	LISTENS TO AFRICAN MUSIC OR READS TRANSLATED SONG-POEMS 01753 21

WITH DISCRIMINATION AS TO THEIR SOCIAL MOTIVATION AND	01753 22
FUNCTION, SATISFACTORILY COMPLETES LISTS REQUIRED IN	01753 23
MODULE 1749	01753 24
MUSIC POETRY DANCE	01753 9

*FILE

*OBJECTIVES	BECOMES AWARE OF THE INTERRELATEDNESS OF MUSIC AND THE DANCE IN INDIGENOUS AFRICAN EXPRESSION, BECOMES AWARE OF THE RHYTHMIC QUALITY OF AFRICAN MUSIC AND ITS RELATIONSHIP TO THE TECHNIQUE OF THE DANCER, RESPONDS WITH DISCRIMINATION, APPRECIATION AND SATISFACTION IN LISTENING TO AFRICAN MUSIC,	01754 35 01754 36 01754 37 01754 38 01754 39 01754 40
*PREREQUISITE	PRECEDING MODULES,	01754 41
*EXPERIENCE	LISTEN TO LECTURE; AFRICAN MUSIC, POETRY AND DANCE; THIRD SUBTOPIC, MUSIC AND THE DANCE; AFRICAN MUSIC IS PARTICIPATORY, WHICH IS TO SAY THAT THE AUDIENCE IS INVOLVED IN THE PERFORMANCE, THIS IS IN CONTRAST WITH THE WESTERN AUDIENCE OF CONNOISSEUR LISTENERS, IT HAS WESTERN PARALLELS HOWEVER IN MODERN POPULAR SINGING AND INSTRUMENTAL GROUP MUSIC IN WHICH AN EFFECT IS THE INVOLVEMENT OF THE AUDIENCE, THE PRIMARY MODE OF INVOLVEMENT IN AFRICAN MUSIC IS DANCING, OFTEN COMBINED WITH REFRAIN-RESPONSES IN SINGING, THE RHYTHMS OF AFRICAN MUSIC ARE COMPLEX WITH THREE, FOUR OR MORE INSTRUMENTAL RHYTHMS BEING PLAYED CONCURRENTLY AND HARMONIOUSLY, COORDINATED BY A BASIC METRONOME BEAT, THE AIM IN DANCING IS TO FOLLOW EACH OF THE RHYTHMS WITH MOVEMENT OF SOME PART OF THE BODY, MEANINGS IN THE DANCE ARE BOTH OBJECTIVE AND SUBJECTIVE, SOMETIMES IT IS FRANKLY MIMETIC, PERHAPS MORE OFTEN IT IS SUBJECTIVE AND EXPRESSIVE, THIS WOULD VARY WITH THE OCCASION, DANCES OF FOREST PEOPLES SEEM TO BE (EARTH ORIENTED), THE DANCERS OBVIOUSLY FEELING THE INTIMATE CONTACT OF EARTH WITH THE FEET AND THE GRAVITATIONAL PULL OF THE BODY TOWARD THE EARTH, THE MIMESIS IS OFTEN FRANKLY SEXUAL, IF AVAILABLE, A FILM OF AFRICAN DANCERS WILL SERVE TO ILLUSTRATE,	01754 11 01754 12 01754 13 01754 14 01754 15 01754 16 01754 17 01754 18 01754 19 01754 20 01754 21 01754 22 01754 23 01754 24 01754 25 01754 26 01754 27 01754 28 01754 29 01754 30 01754 31 01754 32 01754 33 01754 34
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01754 10
*MATERIALS	MUSICAL RECORDINGS, SHORT FILM CLIP OF DANCERS,	01754 5
*LEVEL	ADL GRADES	01754 8
*GENERAL	ALL CANDIDATES	01754 7
*HOURS	1:00	01754 6
*EVALUATION	FEELS A DESIRE TO MOVE RHYTHMICALLY IN RESPONSE TO HEARING AFRICAN MUSIC, ARTICULATES HIS DISCRIMINATION OF FORMAL RHYTHMIC PATTERNS IN MUSIC,	01754 42 01754 43 01754 44
*FILE	MUSIC POETRY DANCE	01754 9

*OBJECTIVES	TO BECOME AWARE OF THE TYPES AND CLASSES OF MUSICAL INSTRUMENTS AND THEIR FUNCTION IN ORCHESTRATION, BECOME AWARE OF THE NATURE OF MUSICAL SKILLS DISPLAYED BY AFRICAN MUSICIANS, LISTEN TO INDIGENOUS AFRICAN MUSIC WITH DISCRIMINATION AS TO ITS TECHNICAL QUALITIES, APPRECIATE THE TECHNICAL SOPHISTICATION OF AFRICAN MUSIC,	01755 39 01755 40 01755 41 01755 42 01755 43 01755 44
*PREREQUISITE	PRECEDING MODULES,	01755 45
*EXPERIENCE	LISTEN TO LECTURE; AFRICAN MUSIC, POETRY, AND DANCE; FOURTH SUBTOPIC, AFRICAN MUSICIANS AND THEIR INSTRUMENTS, SINCE MUSIC IS PARTICIPATORY, ALL MEMBERS OF THE SOCIETY ARE EXPECTED TO HAVE SOME PERFORMANCE SKILLS, THIS SUGGESTS AN ASPECT OF INDIGENOUS EDUCATION, VIRTUOSO PERFORMERS EMERGE; SINGERS, DRUMMERS, DANCERS, ETC, THEY	01755 11 01755 12 01755 13 01755 14 01755 15 01755 16

	ARE PROFESSIONAL, IN THAT THEY ARE PAID FOR THEIR PERFORMANCE, BUT THEY STILL SUPPORT THEMSELVES WITHIN THE REGULAR LOCAL ECONOMY. OCCASIONALLY, THEY ARE ACCORDED A PARTICULAR RELIGIOUS CULT STATUS. MUSICAL INSTRUMENTS OTHER THAN THE HUMAN VOICE; AFRICAN MUSICAL INSTRUMENTS, SIGNIFICANTLY, REPRESENT POSSIBLY THE HIGHEST DEVELOPMENT OF INDIGENOUS TECHNOLOGY. INSTRUMENTS ARE NOT TECHNICALLY STANDARDIZED AS TO PITCH AND TIMBRE, DIFFERENT MUSICAL INSTRUMENTS ARE INTRODUCED INTO ORCHESTRATION TO VARY AND EMBELLISH PITCH, TIMBRE AND RHYTHM OF MUSIC, CLASSES OF AFRICAN MUSICAL INSTRUMENTS. LIST AND ILLUSTRATE WITH PICTURES OR ACTUAL EXAMPLES, IDIOPHONES: SLIT DRUM, GOURDS FOR SHAKING, XYLOPHONES: WITH AND WITHOUT RESONATORS, CHORDOPHONES: STRINGED INSTRUMENTS FOR PLUCKING, BOWING OR RUBBING, THE [FINGER PIANO], MEMBRANOPHONES: LEATHER-HEADED DRUMS, AEROPHONES: FLUTES, POTTERY JUGS FOR BLOWING. LISTEN TO RECORDING OF FULL ORCHESTRATION. IDENTIFY [MALE] AND [FEMALE] VOICES, MALE VOICES ARE HIGHER-PITCHED AND PENETRATING, FEMALE ARE DEEPER, SOFTER, MORE RESONANT, INVERSELY TO THE WESTERN CONCEPT. NOTICE THE COMPLEXITY OF RHYTHM IN ORCHESTRATION: FOR EXAMPLE A 2 AGAINST 3 BEAT, LARGE GROUP COLLEGE	01755 17 01755 18 01755 19 01755 20 01755 21 01755 22 01755 23 01755 24 01755 25 01755 26 01755 27 01755 28 01755 29 01755 30 01755 31 01755 32 01755 33 01755 34 01755 35 01755 36 01755 37 01755 38 01755 10
*SETTING	MUSICAL INSTRUMENTS OR PICTURES OF INSTRUMENTS, INSTRUMENTAL RECORDINGS,	01755 5
*MATERIALS	ALL GRADES	01755 6
*LEVEL	ALL CANDIDATES	01755 7
*GENERAL	0140	01755 6
*HOURS	LISTENS TO AFRICAN INSTRUMENTAL MUSIC WITH TOLERANCE AND DISCRIMINATION AS TO ITS TECHNICAL QUALITY, IS ABLE TO DISCUSS TECHNICAL ASPECTS OF AFRICAN MUSIC AS REQUIRED IN MODULE 032.	01755 46 01755 47 01755 48 01755 49
*EVALUATION	MUSIC POETRY DANCE	01755 9
*FILE		
*OBJECTIVES	BECOME SENSITIVE TO AND APPRECIATIVE OF THE INTERRELATIONSHIP OF MUSIC, LANGUAGE AND THE DANCE, BECOME AWARE OF AND SENSITIVE TO THE HIGH DEGREE OF SOPHISTICATION AND VIRTUOSO ARTISTRY WHICH CAN BE EXPRESSED IN AFRICAN MUSICAL PERFORMANCE, PRECEDING MODULES,	01756 21 01756 22 01756 23 01756 24 01756 25 01756 26
*PREREQUISITE	LISTEN TO RECORDING OF AFRICAN MUSIC, INSTRUMENTAL MUSIC, SINGING AND THE DANCE SOMETIMES COMBINE ON RITUAL OCCASIONS IN A TYPE OF FOLK-OPERA, THIS IS FORMALIZED TO GREATER OR LESSER EXTENTS AMONG DIFFERENT GROUPS, PROFESSOR R.G. ARMSTRONG OF THE INSTITUTE OF AFRICAN STUDIES, THE UNIVERSITY OF IBADAN, IBADAN, NIGERIA, HAS RECORDED A VERY RARE AND BEAUTIFUL FUNERAL CEREMONY USED AMONG THE IDOMA TRIBE OF NIGERIA. IT FEATURES A FEMALE VOCALIST OF VIRTUOSO QUALITY AND IS ILLUSTRATIVE OF THE POINT OF THIS MODULE.	01756 11 01756 12 01756 13 01756 14 01756 15 01756 16 01756 17 01756 18 01756 19 01756 20
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01756 10
*MATERIALS	AN ILLUSTRATIVE RECORDING, THE ONE MENTIONED OR ETHNIC FOLKWAYS	01756 5 01756
*LEVEL	ALL GRADES	01756 8
*GENERAL	ALL CANDIDATES	01756 7
*HOURS	0120	01756 6
*EVALUATION	LISTENS TO INDIGENOUS AFRICAN MUSIC WITH TOLERANCE AND WITH SENSITIVITY TO THE INTERRELATIONSHIP OF MUSIC, LANGUAGE, AND THE DANCE,	01756 27 01756 28 01756 29
*FILE	MUSIC POETRY DANCE,	01756 9

*OBJECTIVES	BECOME AWARE OF THE VARIETY OF AFRICAN ARTISTIC EXPRESSION, BECOME SENSITIVE TO FUNCTION, SOCIAL SIGNIFICANCE, AND STYLE IN VIEWING AFRICAN ART, SYNTHESIZE VISUAL AND VERBAL INFORMATION CONCERNING AFRICAN INDIGENOUS SOCIAL VALUES, CHARACTERIZE AFRICAN PRINCIPLES OF AESTHETIC VALUE,	01757 13 01757 14 01757 15 01757 16 01757 17 01757 18 01757 19
*PREREQUISITE	PREVIOUS MODULES,	01757 11
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION OF INDIGENOUS SUB-SAHARAN AFRICAN ART,	01757 12
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01757 10
*MATERIALS	BLANK	01757 5
*LEVEL	ALL GRADES	01757 8
*GENERAL	ALL CANDIDATES	01757 7
*HOURS	1100	01757 6
*EVALUATION	IS ABLE TO VIEW AFRICAN ART WITH DISCRIMINATION AS TO FUNCTION, SOCIAL SIGNIFICANCE AND STYLE, TOLERATES AND APPRECIATES AFRICAN ART, RESPONDS WITH SATISFACTION TO VIEWING AFRICAN ART, IS SENSITIVE TO THE MEANING AND VALUE OF AFRICAN ART TO THE AFRICAN,	01757 20 01757 21 01757 22 01757 23 01757 24
*FILE	ART LECTURE DISCUSSION	01757 9

*OBJECTIVES	BECOME AWARE OF THE FUNCTIONAL NATURE OF INDIGENOUS AFRICAN ART AND THE INTERRELATIONSHIP BETWEEN FUNCTION, SOCIAL SIGNIFICANCE AND STYLE,	01758 20 01758 21 01758 22
*PREREQUISITE	PREVIOUS MODULES	01758 23
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION OF INDIGENOUS SUB-SAHARAN AFRICAN ART; INSTRUCTORS INTRODUCTION TO THE TOPIC, THE FUNCTIONAL NATURE OF INDIGENOUS AFRICAN ART; WHILE PURELY AESTHETIC VALUES ARE IMPORTANT TO THE INDIGENOUS ARTIST AND HIS PATRONS, THE AESTHETIC VALUE IS INTEGRAL WITH THE TECHNICAL FUNCTION OF THE ARTIFACT AND THE SOCIAL VALUE ATTACHED TO IT, AFRICAN ART SHOULD, THEREFORE, BE DISCUSSED WITH REFERENCE TO ALL THREE ASPECTS: FUNCTION, SOCIAL SIGNIFICANCE, AND STYLE,	01758 11 01758 12 01758 13 01758 14 01758 15 01758 16 01758 17 01758 18 01758 19
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01758 10
*MATERIALS	BLANK	01758 5
*LEVEL	ALL GRADES	01758 8
*GENERAL	ALL CANDIDATES	01758 7
*HOURS	0110	01758 6
*EVALUATION	IS ABLE TO VIEW AFRICAN ART WITH DISCRIMINATION AS TO THE INTEGRITY OF FUNCTION, SOCIAL SIGNIFICANCE AND STYLE, REFLECTS THIS ABILITY IN THE PERFORMANCE OF MODULE 1961,	01758 24 01758 25 01758 26
*FILE	ART LECTURE DISCUSSION	01758 9

*OBJECTIVES	BECOME AWARE OF THE VARIETY OF FORMS AND MEDIA OF ARTISTIC EXPRESSION, BECOME SENSITIVE TO THE ELEMENT OF FUNCTION IN MOST, IF NOT ALL, AFRICAN ART,	01759 19 01759 20 01759 21
*PREREQUISITE	PRECEDING MODULE,	01759 22
*EXPERIENCE	PARTICIPATE IN LECTURE-DISCUSSION OF INDIGENOUS SUB-SAHARAN AFRICAN ART, VIEW AND DISCUSS A SERIES OF PHOTOGRAPHIC SLIDES OF INDIGENOUS SUB-SAHARAN AFRICAN ART, 1. THE SCULPTURED HUMAN FIGURE, 2. THE MASK, CULT OBJECTS 3. BRONZE AND TERRA-COTTA HEAD, 4. DECORATED UTILITARIAN OBJECTS SUCH AS POTTERY CALABASH CONTAINERS BASKETRY TEXTILES COMPOUND DOORS CANOE PADDLES 5. BODY DECORATION; TATTOO, CICCATRIZATION, HAIRDRESSING,	01759 11 01759 12 01759 13 01759 14 01759 15 01759 16 01759 17 01759 18
*SETTING	SMALL GROUP 21-12 STUDENTS, COLLEGE	01759 10
*MATERIALS	BLANK	01759 5
*LEVEL	ALL GRADES	01759 8
*GENERAL	ALL CANDIDATES	01759 7
*HOURS	0140	01759 6
*EVALUATION	IS ABLE TO VIEW AFRICAN ART WITH DISCRIMINATION AS TO THE INTEGRITY OF FUNCTION, SIGNIFICANCE AND STYLE, REFLECTS THIS ABILITY IN THE PERFORMANCE OF MODULE 1761	01759 23 01759 24 01759 25
*FILE	ART PHOTOGRAPHS DISCUSSION	01759 9

*OBJECTIVES	SYNTHESIZE VERBAL AND VISUAL EXPERIENCES OF PREVIOUS	01760 16
	MODULES, BECOME AWARE OF STYLISTIC ELEMENTS IN AFRICAN	01760 17
	SCULPTURE, CHARACTERIZE AFRICAN SCULPTURE STYLISTICALLY	01760 18
	IN COMPARISON WITH COMPARABLE STYLES IN WESTERN ART,	01760 19
	DISCRIMINATE WITH RESPECT TO STYLE IN VIEWING AFRICAN ART,	01760 20
*PREREQUISITE	PRECEDING MODULES,	01760 21
*EXPERIENCE	READ: FAGG, W, AND PLASS, M., AFRICAN SCULPTURE, NEW YORK,	01760 11
	E.P.DUTTON, 1964, 2DUTTON VISTA PAPERBACK, LIST: THE	01760 12
	CATEGORIES OF STYLE WITHIN WHICH THE AUTHORS CLASSIFY	01760 13
	AFRICAN SCULPTURES, THE DISTINGUISHING FEATURES OF EACH	01760 14
	STYLE CATEGORY,	01760 15
*SETTING	INDEPENDENT COLLEGE	01760 10
*MATERIALS	BLANK	01760 5
*LEVEL	ALL GRADES	01760 8
*GENERAL	ALL CANDIDATES	01760 7
*HOURS	4100	01760 6
*EVALUATION	IS ABLE TO COMPLETE THE REQUISITE LISTS COMPLETELY AND	01760 22
	CORRECTLY, IS ABLE TO VIEW AFRICAN ART WITH	01760 23
	DISCRIMINATION AS TO STYLE, REFLECTS THIS ABILITY IN THE	01760 24
	PERFORMANCE OF MODULE 1761	01760 25
*FILE	ART SCULPTURE READING	01760 9

*OBJECTIVES	BE ABLE TO ANALYZE, SYNTHESIZE AND DISCRIMINATE WITH	01761 17
	RESPECT TO FUNCTION, SIGNIFICANCE, AND STYLE IN VIEWING	01761 18
	AFRICAN ART, RESPOND WITH TOLERANCE AND SATISFACTION IN	01761 19
	CONFRONTATION WITH NON-WESTERN EXPRESSIONS IN ART,	01761 20
*PREREQUISITE	PRECEDING MODULES,	01761 21
*EXPERIENCE	VIEW A MUSEUM COLLECTION OF SUB-SAHARAN AFRICAN ART,	01761 11
	RESPOND TO THE VIEWING EXPERIENCE BY SELECTING ON OBJECT	01761 12
	IN THE EXHIBIT AND DISCUSSING IT IN WRITING WITH RESPECT	01761 13
	TO ITS FUNCTION, ITS SOCIAL SIGNIFICANCE AND ITS STYLISTIC	01761 14
	QUALITIES, COMPARE AND CONTRAST WITH OTHER ITEMS IN THE	01761 15
	EXHIBIT,	01761 16
*SETTING	INDEPENDENT COLLEGE	01761 10
*MATERIALS	TRAVELLING ART EXHIBIT OR ACCESS TO A MUSEUM COLLECTION,	01761 5
*LEVEL	ALL GRADES	01761 8
*GENERAL	ALL CANDIDATES	01761 7
*HOURS	4100	01761 6
*EVALUATION	PRODUCES A WRITTEN RESPONSE WHICH REFLECTS A DEGREE OF	01761 22
	DISCRIMINATORY SOPHISTICATION, IN WRITTEN RESPONSE,	01761 23
	REFLECTS A DEGREE OF SATISFACTION IN RESPONSE, IS ABLE TO	01761 24
	STATE OBJECTIVELY REASONS FOR RESPONDING OR FAILING TO	01761 25
	RESPOND WITH SATISFACTION TO AFRICAN ART,	01761 26
*FILE	ART COLLECTION VIEWING	01761 9

*OBJECTIVES	TO CONCEPTUALIZE THE INTEGRITY OF THE BELIEF SYSTEM AND	01762 15
	ARTISTIC AND MUSICAL EXPRESSIONS IN AN AFRICAN SOCIETY,	01762 16
*PREREQUISITE	PREVIOUS MODULES,	01762 17
*EXPERIENCE	OPTIONAL AND DESIREABLE: VIEW MOTION PICTURE, ANCESTORS,	01762 11
	EASTERN NIGERIA INFORMATION SERVICE, 1962, WRITE A	01762 12
	PARAGRAPH DESCRIBING THE SIGNIFICANCE OF THE EFIK (EKPO)	01762 13
	FIGURES,	01762 14
*SETTING	LARGE GROUP INDEPENDENT COLLEGE	01762 10
*MATERIALS	BLANK	01762 5
*LEVEL	ALL GRADES	01762 8
*GENERAL	ALL CANDIDATES	01762 7
*HOURS	1100	01762 6
*EVALUATION	IS ABLE TO WRITE A PARAGRAPH DESCRIBING THE TOTAL VALUE-	01762 18
	SIGNIFICANCE OF THE EKPO FIGURE,	01762 19
*FILE	SOCIETY RELIGION ART	01762 9

AFRICAN HISTORY

The following modules are concerned with African history. While manifestly impossible in such a short time to give the subject comprehensive treatment, yet it is necessary in a experience of this kind to give some indication of the sweep of African history. Four fundamental purposes guide indication of the sweep of African history. Four fundamental purposes guide this brief survey:

1. To provide students with a sense of the grandeur which is found in Africa's historical past.
2. To convey the awareness that African history presents a picture of continuous change and movement, contrary to the notion so often held that, prior to the arrival of Europeans, African culture was static.
3. To introduce students to the significant problems of African historiography, particularly the identification of sources. African history is still in that uniquely exciting period of its development when large and basic questions are only beginning to be answered. It offers students the stimulation of working very closely behind the ground-breakers.
4. To accomplish a transition from the study of the indigenous world-view and its expressions into a concluding consideration of the modern milieu.

The modules themselves do little more than to suggest an outline. Since the material consists primarily of factual or theoretical data, to do more would involve the writing of entire lectures. To assist the instructor, attention is invited to the following bibliographic references, each of which contains its own extended bibliography:

Lystad, R. A. (Editor) The African World: A Survey of Social Research. London, Pall Mall Press, 1965.

This is an extremely useful reference for the instructor on many aspects of the course. At this point, the article of particular interest is that by J. D. Fage which comprises Chapter 2 of the book. It deals with the development of African history and the problems of historiography.

Davidson, Basil, African Kingdoms, New York, Time Incorporated, 1966.

This splendidly-illustrated and lucidly-written book is recommended for reading by students or for a browsing-self of Africana. It, too, is of usefulness beyond the subject of African history, having sound fundamental chapters on art, music and the dance.

Davidson, Basil, The African Past, Boston, Little, Brown and Co., 1964

This book is a collection of translations from original sources dating back to classical antiquity. It has a good introduction dealing with the identification of sources.

Davidson, Basil, Old Africa Rediscovered, London, Victor Gollancz Ltd., 1960.

Oliver, R., and Fage, J. D., A Short History of Africa, New York, New York University Press, 1963.

*OBJECTIVES	BECOME AWARE OF THE SOURCES FROM WHICH AFRICAN HISTORY IS COMPILED AND THE PROBLEMS INVOLVED IN THE COMPILATION, DIFFERENTIATE BETWEEN THE ASSUMPTIONS, PURPOSES AND METHODS OF THE MODERN HISTORIAN OF AFRICA AND THE EARLIER HISTORIANS WHO REGARDED HISTORY AS DEPENDENT UPON WRITTEN SOURCES.	01763 24 01763 25 01763 26 01763 27 01763 28 01763 29
*PREREQUISITE	PRECEDING MODULES.	01763 30
*EXPERIENCE	LISTEN TO LECTURE; PROBLEMS IN AFRICAN HISTORIOGRAPHY AND SOURCES OF AFRICAN HISTORY, 1, THE PROBLEM OF SOURCES; DOES HISTORY EXIST WHERE WRITING DOES NOT EXIST; THE SIGNIFICANCE OF THE ANSWER TO THIS QUESTION FOR THE DEVELOPMENT OF AFRICAN HISTORY, 2, THE WRITTEN SOURCES OF AFRICAN HISTORY; BIBLICAL, CLASSICAL, ARABIC, EXPLORATION ACCOUNTS, MISSIONARY ACCOUNTS, COLONIAL RECORDS, 3, UNWRITTEN SOURCES; ORAL FOLKLORE, ARCHAEOLOGY, COMPARATIVE LINGUISTICS, DIFFUSION OF CULTURE-TRAITS, 4, CONCLUSION; AFRICA HAS A HISTORY, AND THE NON-AFRICAN WORLD HAS, SINCE ANTIQUITY, KNOWN MORE ABOUT IT THAN IT KNEW THAT IT KNEW, INSTRUCTOR'S BIBLIOGRAPHIC REFERENCE; LYSTAD, R.A. 2ED., THE AFRICAN WORLD, LONDON, PALL MALL PRESS, 1965, CHAPTER 2, (HISTORY); J.D. FAGE, SMALL GROUP 21-12 STUDENTS; COLLEGE	01763 11 01763 12 01763 13 01763 14 01763 15 01763 16 01763 17 01763 18 01763 19 01763 20 01763 21 01763 22 01763 23 01763 10
*SETTING	BLANK	01763 5
*MATERIALS	ALL GRADES	01763 8
*LEVEL	ALL CANDIDATES	01763 7
*GENERAL	1100	01763 6
*HOURS	IS ABLE TO IDENTIFY WRITTEN AND UNWRITTEN SOURCES OF AFRICAN HISTORY, READS AFRICAN HISTORY WITH DISCRIMINATION AS TO THE SOURCES USED AND THE CRITICAL PROBLEMS INVOLVED IN THEIR EVALUATION AND USE,	01763 31 01763 32 01763 33 01763 34
*EVALUATION	HISTORY HISTORIOGRAPHY SOURCES	01763 9
*FILE		
*OBJECTIVES	DEVELOPS SPECIFIC KNOWLEDGE OF A PARTICULAR ASPECT OF AFRICAN HISTORY, DEVELOPS KNOWLEDGE OF METHODOLOGY IN INVESTIGATING THE AFRICAN PAST, DEVELOPS SATISFACTION IN THE DISCOVERY OF INFORMATION CONCERNING THE AFRICAN PAST.	01764 19 01764 20 01764 21 01764 22 01764 23
*PREREQUISITE	PRECEDING MODULES.	01764 24
*EXPERIENCE	CONDUCT LIBRARY RESEARCH AND WRITE A 1500-WORD REPORT ON ONE OF THE FOLLOWING TOPICS OR A SIMILAR TOPIC APPROVED BY THE INSTRUCTOR; ROCK PAINTINGS OF THE CENTRAL SAHARA THE HISTORY OF ANCIENT GHANA, MALI, OR SONGHAI THE HISTORY OF ASHANTI THE KINGDOM OF DAHOMEY THE HISTORY OF THE YORUBA STATES THE HISTORY AND CULTURE OF BENIN THE HISTORY	01764 11 01764 12 01764 13 01764 14 01764 15 01764 16

	OF ZIMBABWE ARAB COMMERCE WITH EAST AFRICA THE	01764 17
	ISLAMIZATION OF THE WESTERN SUDAN	01764 18
*SETTING	INDEPENDENT COLLEGE	01764 10
*MATERIALS	LIBRARY RESOURCES,	01764 5
*LEVEL	ALL GRADES	01764 8
*GENERAL	ALL CANDIDATES	01764 7
*HOURS	6:00	01764 6
*EVALUATION	REPORTS SIGNIFICANT AND ACCURATE DATA, ORGANIZES DATA	01764 25
	EFFECTIVELY, SYNTHESIZES DATA INTO VIABLE CONCLUSIONS,	01764 26
*FILE	HISTORY RESEARCH REPORT	01764 9
*OBJECTIVES	BECOME AWARE OF THE ANCIENT HISTORY OF AFRICA IN THE	01765 15
	REGION OF THE UPPER NILE, CHARACTERIZE THIS PHASE OF	01765 16
	AFRICAN HISTORY AS SIGNIFICANTLY RELATED TO THE HISTORY OF	01765 17
	THE ANCIENT MEDITERRANEAN AND ANCIENT NEAR EAST,	01765 18
*PREREQUISITE	PRECEDING MODULE,	01765 19
*EXPERIENCE	LISTEN TO LECTURE; KINGDOMS OF THE UPPER NILE AND HORN	01765 11
	1. EGYPT AND KUSH; CONTACTS WITH THE ANCIENT WORLD	01765 12
	2. THE CIVILIZATION OF MEROE, 3. AXUM AND THE CONQUEST	01765 13
	OF MEROE,	01765 14
*SETTING	LARGE GROUP COLLEGE	01765 10
*MATERIALS	MAPS OR OVERHEAD PROJECTOR MAP-TRANSPARENCIES,	01765 5
*LEVEL	ALL GRADES	01765 8
*GENERAL	ALL CANDIDATES	01765 7
*HOURS	1:00	01765 6
*EVALUATION	IS ABLE TO GIVE APPROXIMATE CHRONOLOGY OF THE ASCENDANCY	01765 20
	OF POWERS IN THE UPPER NILE REGION AND TO CORRELATE THEM	01765 21
	WITH THE CHRONOLOGY OF THE ANCIENT NEAR EAST, IS ABLE TO	01765 22
	LOCATE, AND DESCRIBE THE SIGNIFICANT ACHIEVEMENTS OF, THE	01765 23
	MEROITIC CIVILIZATION,	01765 24
*FILE	HISTORY MEROE AXUM	01765 9
*OBJECTIVES	BECOME AWARE OF THE SUCCESSION OF SIGNIFICANT POWERS IN	01766 19
	THE WESTERN SUDAN, CHARACTERIZE THE EMPIRES OF THE	01766 20
	WESTERN SUDAN WITH RESPECT TO THEIR ACHIEVEMENTS,	01766 21
	EXTRAPOLATE FROM THE HISTORY OF THE WESTERN SUDAN THE IDEA	01766 22
	OF ISLAM AS AN INTEGRATIVE CULTURAL AND POLITICAL FORCE,	01766 23
*PREREQUISITE	PRECEDING MODULES,	01766 24
*EXPERIENCE	LISTEN TO LECTURE; EMPIRES OF THE WESTERN SUDAN,	01766 11
	1. DOCUMENTATION FOR THE HISTORY OF THE WESTERN SUDAN IS	01766 12
	MORE AMPLE THAN FOR MOST OF THE AREAS AND MOVEMENTS IN	01766 13
	AFRICAN HISTORY, THIS IS DUE TO THE CONTACTS WITH	01766 14
	LITERATE ARABS AND TO TRANS-SAHARAN CONTACTS WITH THE	01766 15
	MEDITERRANEAN WORLD, 2. ANCIENT GHANA ≥DOMINANT C. 300	01766 16
	TO C. 1230+ 3. MALI ≥DOMINANT C. 1230 TO C. 1492+	01766 17
	4. SONGHAÏ ≥DOMINANT C. 1492 TO C. 1600+	01766 18
*SETTING	LARGE GROUP COLLEGE	01766 10
*MATERIALS	MAPS OR TRANSPARENCIES, SHOWING THE CENTERS AND AREAS OF	01766 5
	RULE EXERCISED BY THE SUCCESSIVE EMPIRES,	01766
*LEVEL	ALL GRADES	01766 8
*GENERAL	ALL CANDIDATES	01766 7
*HOURS	1:00	01766 6
*EVALUATION	IS ABLE TO IDENTIFY THE DOMINANT EMPIRES OF THE WESTERN	01766 25
	SUDAN BETWEEN THE FOURTH AND SEVENTEENTH CENTURIES, GIVING	01766 26
	THEIR DATES OF DOMINANCE, CENTERS OF AUTHORITY,	01766 27
	SIGNIFICANT PERSONALITIES AND SIGNIFICANT ACHIEVEMENTS OR	01766 28
	EVENTS, IS ABLE TO DESCRIBE THE MAIN REASONS FOR THE	01766 29
	ACHIEVEMENT AND LOSS OF POWER BY EACH OF THE EMPIRES,	01766 30
*FILE	HISTORY WESTERN SUDAN	01766 9

*OBJECTIVES	BECOME AWARE OF THE LOCATION, EXTENT, AND OUTLINE-HISTORY OF THE SUBJECT STATES, RESPOND TO THE ART OF NOK, IFE, AND BENIN AS EVIDENCE OF A HIGHLY-DEVELOPED CIVILIZATION AND AS A DISTINGUISHED CONTRIBUTION TO WORLD CIVILIZATION,	01767 22 01767 23 01767 24 01767 25
*PREREQUISITE	PRECEDING MODULES,	01767 26
*EXPERIENCE	LISTEN TO LECTURE; FOREST KINGDOMS OF THE GUINEA COAST	01767 11
	1. IDENTIFY BRIEFLY THE KINGDOMS OF KANEM AND BORNU AS EVIDENCE OF WESTWARD AND SOUTHWARD MIGRATION FROM THE NILE, THE INSTITUTION OF DIVINE KINGSHIP AS A COMMON CULTURE-TRAIT WHICH MIGHT SUGGEST PATTERNS OF MIGRATION,	01767 12 01767 13 01767 14 01767 15
	2. THE PRINCIPAL FOREST KINGDOMS WITH THEIR COURT ART AS A DISTINGUISHING CHARACTERISTIC, IN THE ABSENCE OF WRITING, THE ART GIVES SOME CLUES TO HISTORY, A. THE NOK CULTURE, B. THE YORUBA KINGDOM OF OYO; THE ART OF IFE, C. THE BENIN KINGDOM, 3. IDENTIFY AND BRIEFLY CHARACTERIZE THE AKAN KINGDOM OF ASHANTI AS A MAJOR FOREST KINGDOM,	01767 16 01767 17 01767 18 01767 19 01767 20 01767 21
*SETTING	LARGE GROUP COLLEGE	01767 10
*MATERIALS	MAPS OR PROJECTOR TRANSPARENCIES, SLIDES OF NOK, IFE, / BENIN ART,	01767 5 01767
*LEVEL	ALL GRADES	01767 8
*GENERAL	ALL CANDIDATES	01767 7
*HOURS	1100	01767 6
*EVALUATION	IS ABLE TO DESCRIBE LOCATION, EXTENT AND PERIODS OF POWER OF THE SUBJECT STATES, IS ABLE TO IDENTIFY THE CHARACTERISTIC ART OF EACH AND RELATE THE ARTISTIC STYLES TO THE SIGNIFICANT INSTITUTIONS OF THE KINGDOMS,	01767 26 01767 27 01767 28 01767 29
*FILE	HISTORY GUINEA COAST ART	01767 9

*OBJECTIVES	DEVELOP SELECTED ATTENTION TO THE ISSUE OF EUROPEAN COLONIAL POLICIES IN AFRICA AS RELATED TO POST-INDEPENDENCE HISTORY, ABSTRACT THE PARTICULAR THEORIES OF COLONIAL ADMINISTRATION FROM THE PARTICULAR COLONIAL POLICIES, EXTRAPOLATE AND IDENTIFY THE IMPLICATIONS OF THESE THEORIES FOR THE FUTURE DEVELOPMENT OF INDEPENDENT AFRICAN POLITIES,	01768 19 01768 20 01768 21 01768 22 01768 23 01768 24 01768 25
-------------	---	--

*PREREQUISITE	PRECEDING MODULES,	01768 26
*EXPERIENCE	READ: WALLERSTEIN, I., AFRICA, THE POLITICS OF INDEPENDENCE, NEW YORK, VINTAGE BOOKS, 1961, 2167PP, *	01768 11
	WRITE A RESPONSE TO THE READING IN THE FORM OF A REPLY TO THE FOLLOWING QUESTION: [IN YOUR OPINION AND IN THE LIGHT OF POST-INDEPENDENCE AFRICAN HISTORY, WHICH EUROPEAN COLONIAL POLICY WAS THE MOST EFFECTIVE IN PREPARING COLONIAL TERRITORIES FOR INDEPENDENCE? JUSTIFY YOUR ANSWER.]	01768 12
		01768 13
		01768 14
		01768 15
		01768 16
		01768 17
*SETTING	INDEPENDENT COLLEGE	01768 18
*MATERIALS	BLANK	01768 10
*LEVEL	ALL GRADES	01768 5
*GENERAL	ALL CANDIDATES	01768 8
*HOURS	6:00	01768 7
*EVALUATION	ABSTRACTS AND IDENTIFIES POLICIES WITH ACCURACY AND ECONOMY OF WORDS, DEVELOPS SPECULATIONS FOR THE FUTURE BEYOND THE OBVIOUS AND IMMEDIATE EFFECTS OF THE POLICIES IDENTIFIED, DEVELOPS SPECULATIONS WHICH ARE LOGICALLY JUSTIFIABLE.	01768 6
		01768 27
		01768 28
		01768 29
		01768 30
		01768 31
*FILE	HISTORY COLONIAL WALLERSTEIN	01768 9
*OBJECTIVES	BECOME AWARE OF THE CONSISTENCY OF INTERCOURSE BETWEEN AFRICA AND THE MEDITERRANEAN AND NEAR EAST FROM ANTIQUITY TO THE PRESENT, CHARACTERIZE AS CULTURALLY BIASED THE COMMON NOTION THAT AFRICA WAS BROUGHT INTO CONTACT WITH THE REST OF THE WORLD BY EUROPEAN EXPLORATION FROM THE 15TH CENTURY ONWARD,	01769 19
		01769 20
		01769 21
		01769 22
		01769 23
		01769 24
*PREREQUISITE	PRECEDING MODULES,	01769 25
*EXPERIENCE	LISTEN TO LECTURE; CONTACTS BETWEEN AFRICA AND THE NON-AFRICAN WORLD, 1. CONTINUING TRANS-SAHARAN CONTACTS WITH THE MEDITERRANEAN WORLD IN CLASSICAL AND MEDIEVAL TIMES, ISLAM AS A MEDIATOR, 2. ARABIC AND ORIENTAL CONTACTS WITH THE EAST COAST OF AFRICA, 3. PORTUGUESE CIRCUMNAVIGATION AND EXPLORATION OF THE AFRICAN COASTS IN THE 15TH AND 16TH CENTURIES, THE BEGINNINGS OF THE SLAVE TRADE,	01769 11
		01769 12
		01769 13
		01769 14
		01769 15
		01769 16
		01769 17
		01769 18
*SETTING	LARGE GROUP COLLEGE	01769 10
*MATERIALS	MAPS OR PROJECTOR TRANSPARENCIES,	01769 5
*LEVEL	ALL GRADES	01769 8
*GENERAL	ALL CANDIDATES	01769 7
*HOURS	1:00	01769 6
*EVALUATION	IS ABLE TO TRACE THE LINES OF COMMUNICATION BETWEEN EUROPE AND SUB-SAHARAN AFRICA AND BETWEEN THE NEAR EAST AND SUB-SAHARAN AFRICA IN EACH HISTORICAL PERIOD,	01769 26
		01769 27
		01769 28
*FILE	HISTORY CONTACTS	01769 9
*OBJECTIVES	REINFORCES AND EVALUATES EXPERIENCES OF MODULES 1763 THROUGH 1769, EXCEPT 1764,	01770 13
		01770 14
*PREREQUISITE	PRECEDING MODULES,	01770 15
*EXPERIENCE	TEST: CONSTRUCTED TO REFLECT THE EVALUATION STATEMENTS OF MODULES 1763 THROUGH 1769, EXCEPT 1764	01770 11
		01770 12
*SETTING	LARGE GROUP COLLEGE	01770 10
*MATERIALS	BLANK	01770 5
*LEVEL	ALL GRADES	01770 8
*GENERAL	ALL CANDIDATES	01770 7
*HOURS	1:00	01770 6
*EVALUATION	COMPLETENESS AND CORRECTNESS OF TEST RESPONSES,	01770 16
*FILE	HISTORY TEST	01770 9

*OBJECTIVES	BECOME AWARE OF THE HISTORY AND CULTURAL IMPACT OF THE SLAVE TRADE ON AFRICAN AND EUROPEAN OR AMERICAN CIVILIZATION, CHARACTERIZE THE MORALLY-DISINTEGRATING EFFECTS OF SLAVERY UPON BOTH AFRICAN AND EUROPEAN-AMERICAN CIVILIZATION,	01771 18 01771 19 01771 20 01771 21 01771 22
*PREREQUISITE	PRECEDING MODULES,	01771 23
*EXPERIENCE	LISTEN TO LECTURE; THE SLAVE TRADE 1, ECONOMIC MOTIVATIONS FOR SLAVE-TRADING, 2, CHRONOLOGY OF THE WEST AND CENTRAL AFRICA SLAVE TRADE, 3, IMPACT OF THE SLAVE TRADE ON INTERNAL EVENTS WITHIN WEST AND CENTRAL AFRICA; SLAVE WARS, 4, EUROPEAN EFFORTS TO END THE SLAVE TRADE, 5, CULTURAL EFFECTS OF THE SLAVE TRADE ON THE AMERICAS, 6, CULTURAL EFFECTS ON AFRICA OF RETURNED SLAVES,	01771 11 01771 12 01771 13 01771 14 01771 15 01771 16 01771 17
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01771 10
*MATERIALS	BLANK	01771 5
*LEVEL	ALL GRADES	01771 8
*GENERAL	ALL CANDIDATES	01771 7
*HOURS	1:00	01771 6
*EVALUATION	IS ABLE TO DESCRIBE AND GIVE GENERAL CHRONOLOGY FOR THE SLAVE TRADE BETWEEN THE AMERICAS AND THE ATLANTIC COAST OF AFRICA, ACCURATELY IDENTIFIES THE LONG AND SHORT-RANGE EFFECTS ON BOTH CULTURES OF THE SLAVE TRADE, CHARACTERIZES THE SLAVE TRADE AS AN IMPORTANT INGREDIENT IN AMERICAN POLITICAL AND CULTURAL HISTORY,	01771 24 01771 25 01771 26 01771 27 01771 28 01771 29
*FILE	HISTORY SLAVERY EFFECTS	01771 9

*OBJECTIVES	RESPOND WITH SATISFACTION TO THE EXPRESSION OF AN INDIGENOUS STORY-TELLER MAKING CONSCIOUS USE OF A LITERARY MEDIUM, CHARACTERIZE THE INDIGENOUS QUALITY OF THE STORIES BY IDENTIFYING THE THEMES AND TECHNIQUES OF ORAL FOLKLORE, CHARACTERIZE THE REFLECTION OF INDIGENOUS PERCEPTIONS OF WESTERN VALUES,	01772 17 01772 18 01772 19 01772 20 01772 21 01772 22
*PREREQUISITE	PREVIOUS MODULES ON FOLKLORE,	01772 23
*EXPERIENCE	READ: TUTUOLA, AMOS, THE PALM-WINE DRINKARD, NEW YORK, GROVE PRESS, INC., 1953, IDENTIFY FEATURES OF THE NOVEL WHICH REFLECT THE IMPACT OF WESTERN IDEAS AND VALUES ON INDIGENOUS THOUGHT AND EXPRESSION, THINK ABOUT AND PREPARE TO DISCUSS THE QUESTION, [WHAT ASPECTS OF WESTERN CULTURE HAVE PARTICULARLY IMPRESSED THE AUTHOR?	01772 11 01772 12 01772 13 01772 14 01772 15 01772 16
*SETTING	INDEPENDENT COLLEGE	01772 10
*MATERIALS	BLANK	01772 5
*LEVEL	ALL GRADES	01772 8
*GENERAL	ALL CANDIDATES	01772 7
*HOURS	2:00	01772 6
*EVALUATION	IS ABLE, IN DISCUSSION, TO CHARACTERIZE THE AUTHOR'S PERCEPTIONS OF WESTERN CULTURE, IDENTIFIES CHARACTERISTIC FEATURES OF INDIGENOUS FOLKLORE IN THE AUTHOR'S EXPRESSION,	01772 24 01772 25 01772 26 01772 27
*FILE	TUTUOLA VALUES IMPACT	01772 9

*OBJECTIVES	CHARACTERIZE THE CONTEMPORARY VALUE-CONFLICT IN AFRICAN URBAN SOCIETY, RESPOND TO THE EXPRESSION BY A CONTEMPORARY AFRICAN NOVELIST OF PROBLEMS CONFRONTING THE AFRICAN INTELLECTUAL IN MODERN SOCIETY,	01773 15 01773 16 01773 17 01773 18
*PREREQUISITE	PRECEDING MODULES,	01773 19
*EXPERIENCE	READ: ACHEBE, CHINUA, NO LONGER AT EASE, LONDON, HEINEMANN IDENTIFY THE VALUE-CONFLICT WHICH GIVES RISE TO THE DRAMATIC CONFLICT IN THE NOVEL, PREPARE TO DISCUSS THE NOVEL IN MODULE 053,	01773 11 01773 12 01773 13 01773 14

*SETTING	INDEPENDENT COLLEGE	01773 10
*MATERIALS	BLANK	01773 5
*LEVEL	ALL GRADES	01773 8
*GENERAL	ALL CANDIDATES	01773 7
*HOURS	4:00	01773 6
*EVALUATION	IS ABLE IN DISCUSSION TO CHARACTERIZE AND, IN SOME MEASURE, IDENTIFY WITH THE MORAL AMBIGUITY OF ACHEBESS PROTAGONIST,	01773 20 01773 21 01773 22
*FILE	ACHEBE VALUES CONFLICT	01773 9
*OBJECTIVES	BECOME AWARE OF THE PATTERN AND CHRONOLOGY OF EUROPEAN COLONIZATION IN AFRICA, CHARACTERIZE THE ATTITUDES ON THE PART OF EUROPEANS WHICH PERMITTED THE COLONIZATION OF ESTABLISHED AFRICAN STATES, EVALUATE THE VALIDITY OF THE COLONIAL ATTITUDES,	01774 17 01774 18 01774 19 01774 20 01774 21
*PREREQUISITE	PRECEDING MODULES,	01774 22
*EXPERIENCE	LISTEN TO LECTURE: THE EUROPEAN COLONIZATION OF AFRICA 1, THE GROWTH OF TRADING COMPANIES AND COMMERCIAL EXPLOITATION, 2, THE MISSIONARY MOVEMENT AND ITS MOTIVES, 3, THE BERLIN CONFERENCE OF 1884-1885: ITS ASSUMPTIONS AND CONCLUSIONS, 4, MORAL RATIONALIZATIONS FOR COLONIALISM,	01774 11 01774 12 01774 13 01774 14 01774 15 01774 16
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01774 10
*MATERIALS	BLANK	01774 5
*LEVEL	ALL GRADES	01774 8
*GENERAL	ALL CANDIDATES	01774 7
*HOURS	1:00	01774 6
*EVALUATION	IS ABLE TO DESCRIBE AND GIVE THE GENERAL CHRONOLOGY FOR THE EUROPEAN COLONIZATION OF AFRICA, CHARACTERIZES ACCURATELY, CRITICALLY, AND SYMPATHETICALLY THE EUROPEAN COLONIAL ASSUMPTIONS AND ATTITUDES, UTILIZES THE CHARACTERIZATIONS IN DISCUSSING AND ANALYZING THE SUBSEQUENT CONFLICT OF CULTURES,	01774 23 01774 24 01774 25 01774 26 01774 27 01774 28
*FILE	HISTORY COLONIALISM	01774 9
*OBJECTIVES	BECOME AWARE OF THE PROCESS LEADING UP TO THE ACHIEVEMENT OF INDEPENDENCE BY AFRICAN NATIONS, CHARACTERIZE THE CULTURAL AND MORAL IMPLICATIONS OF AFRICAN INDEPENDENCE, CHARACTERIZE AFRICAN INDEPENDENCE AS HAVING SIGNIFICANT CAUSES AND EFFECTS AMONG THE BLACK PEOPLE OF THE AMERICAS,	01775 20 01775 21 01775 22 01775 23 01775 24
*PREREQUISITE	PRECEDING MODULES,	01775 25
*EXPERIENCE	LISTEN TO LECTURE: THE AFRICAN INDEPENDENCE MOVEMENTS 1, THE VARIOUS EUROPEAN COLONIAL PHILOSOPHIES AND POLICIES, REFER TO MODULE 045, 2, EFFECTS OF COLONIAL POLICIES ON THE PATTERNS OF POLITICAL EMERGENCE, 3, CAUSES OF AFRICAN NATIONALISM: RESURGENCE: A, COLONIAL EDUCATION AND EMERGING AFRICAN INTELLECTUALS, B, BLACK INTELLECTUALS IN AMERICA AND THE WEST INDIES: W.E.B. DUBOIS AND MARCUS GARVEY, C. RETURNING WAR VETERANS, 4, THE FORMATION OF AFRICAN POLITICAL PARTIES,	01775 11 01775 12 01775 13 01775 14 01775 15 01775 16 01775 17 01775 18 01775 19
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	01775 10
*MATERIALS	BLANK	01775 5
*LEVEL	ALL GRADES	01775 8
*GENERAL	ALL CANDIDATES	01775 7
*HOURS	1:00	01775 6
*EVALUATION	IDENTIFIES AND CHRONOLOGIZES SIGNIFICANT PERSONALITIES AND EVENTS IN THE PROCESS OF AFRICAN INDEPENDENCE, RESPONDS SYMPATHETICALLY TO EXPRESSIONS OF DESIRE FOR AND THE RIGHT TO POSSESS SELF-DETERMINATION, IS ABLE TO VISUALIZE CONDITIONS UNDER WHICH SELF-DETERMINATION WOULD AND WOULD NOT BE A MORAL RIGHT,	01775 26 01775 27 01775 28 01775 29 01775 30 01775 31
*FILE	HISTORY POLITICS INDEPENDENCE	01775 9

*OBJECTIVES	CHARACTERIZE AND RESPOND SYMPATHETICALLY TO THE MORAL	01776 27
	DILEMMA OF THE CONTEMPORARY AFRICAN INTELLECTUAL,	01776 28
	GENERALIZE AND ABSTRACT FROM THE PARTICULAR AFRICAN	01776 29
	CONTEXT THOSE ASPECTS OF MORAL CONFLICT WHICH ARE COMMON	01776 30
	TO ALL HUMANITY IN TIMES OF RAPIDLY-CHANGING VALUES,	01776 31
*PREREQUISITE	PRECEDING MODULES,	01776 32
*EXPERIENCE	PARTICIPATE IN DISCUSSION: THE MORAL CONFLICT IN MODERN	01776 11
	AFRICA DISCUSS ACHEBE'S REFLECTION OF THE MORAL CONFLICT	01776 12
	IN NO LONGER AT EASE, HOW DOES ACHEBE SYMBOLIZE THE	01776 13
	BREAKDOWN OF INDIGENOUS MORALITIES? DOES HE EXPOSE AND	01776 14
	INDIGENOUS IMMORALITY IN THE USU SYSTEM? TO WHAT EXTENT	01776 15
	IS OBI OKONKWO'S DILEMMA A PECULIARLY AFRICAN ONE AND TO	01776 16
	WHAT EXTENT IS IT A UNIVERSAL HUMAN DILEMMA? WHAT IS THE	01776 17
	DIFFERENCE BETWEEN ACHEBE'S RESPONSE TO THE PENETRATION OF	01776 18
	HIS CULTURE BY WESTERN IDEAS AND TUTUOLA'S RESPONSE TO THE	01776 19
	SAME PROCESS, HOW DO YOU ACCOUNT FOR THE DIFFERENCE?	01776 20
	NOTE: AT THIS WRITING, THE GHANAIAN NOVELIST, AYI KWEI	01776 21
	ARMAH, HAS JUST PUBLISHED HIS BOOK, THE BEAUTIFUL ONES ARE	01776 22
	NOT YET BORN. ZHOUGHTON, MIFFLIN*, REVIEWS SUGGEST THAT IT	01776 23
	MIGHT CARRY THE DISCUSSION OF AFRICAN VALUES IN TRANSITION	01776 24
	YET FURTHER, IT SHOULD BE EXAMINED FOR POSSIBLE	01776 25
	USEFULNESS,	01776 26
*SETTING	SMALL GROUP *1-12 STUDENTS* COLLEGE	01776 10
*MATERIALS	BLANK	01776 5
*LEVEL	ALL GRADES	01776 8
*GENERAL	ALL CANDIDATES	01776 7
*HOURS	1100	01776 6
*EVALUATION	DISCUSSES THE QUESTIONS POSED WITH INSIGHT AND	01776 33
	THOUGHTFULNESS, RAISES SIGNIFICANT QUESTIONS OF HIS OWN,	01776 34
	RELATES THE PROBLEM OF ACHEBE'S PROTAGONIST TO HIS OWN	01776 35
	PROBLEMS OF ALLEGIANCE AND VALUE,	01776 36
*FILE	VALUES CONFLICT DISCUSSION	01776 9
*OBJECTIVES	CHARACTERIZE AFRICAN CULTURAL VALUES WITHIN THE CONTEXT OF	01777 18
	CONTEMPORARY AFRICAN SOCIETY, COMPARE AND CONTRAST MODERN	01777 19
	AFRICAN VALUE-STATEMENTS WITH WESTERN IDEAS OF VALUE,	01777 20
	CHARACTERIZE OWN VALUE-STRUCTURE ON THE BASIS OF ITS	01777 21
	COMPARISON AND CONTRAST WITH AFRICAN IDEAS OF VALUE,	01777 22
*PREREQUISITE	PRECEDING MODULES,	01777 23
*EXPERIENCE	READ: NDUKA, OTONTI, EDUCATION AND THE NIGERIAN CULTURAL	01777 11
	ENVIRONMENT, LONDON, OXFORD UNIVERSITY PRESS,	01777 12
	CHAPTER 1 [MORAL EDUCATION] COMPARE THE DIRECT	01777 13
	DISCURSIVE DELINEATION OF THE MODERN AFRICAN CULTURAL	01777 14
	CONFLICT WITH THE SUBJECTIVE REFLECTIONS OF THE NOVELIST	01777 15
	ACHEBE, PREPARE TO DISCUSS THE COMPARISON OF WESTERN AND	01777 16
	AFRICAN VALUES IN MODULE	01777 17
*SETTING	INDEPENDENT COLLEGE	01777 10
*MATERIALS	BLANK	01777 5
*LEVEL	ALL GRADES	01777 8
*GENERAL	ALL CANDIDATES	01777 7
*HOURS	2100	01777 6
*EVALUATION	RESPONDS IN DISCUSSION WITH ACCURATE PERCEPTIONS OF	01777 24
	AFRICAN IDEAS OF VALUE AS DELINEATED BY NDUKA, CONFIRMS	01777 25
	AND CRITICIZES PERCEPTIVELY THE VIEW OF WESTERN VALUES	01777 26
DESCRIBED BY	THE AUTHOR,	01777 27
*FILE	NDUKA VALUES COMPARISON	01777 9
*OBJECTIVES	CHARACTERIZE THE CONTEMPORARY STATE OF VALUES IN AN	01778 23
	AFRICAN SOCIETY WHICH MAY BE TAKEN AS TYPICAL,	01778 24
	CHARACTERIZE THE STATE OF WESTERN VALUES IN COMPARISON AND	01778 25

	CONTRAST WITH THE AFRICAN CONDITION, CHARACTERIZE AND	01778 26
	CRITICIZE OWN STRUCTURE OF VALUES, BOTH CULTURAL AND	01778 27
	PERSONAL,	01778 28
*PREREQUISITE	PRECEDING MODULES,	01778 29
*EXPERIENCE	PARTICIPATE IN DISCUSSION; COMPARISON OF AFRICAN VALUES	01778 11
	WITH WESTERN VALUES; THE DISCUSSION BASED ON NDUKA,	01778 12
	EDUCATION AND THE NIGERIAN CULTURAL CONTEXT, THE CHAPTER	01778 13
	SMORAL EDUCATIONS,	01778 14
	DOES NDUKAS CHARACTERIZATION OF NIGERIAN VALUES AGREE OR	01778 15
	DISAGREE WITH WHAT YOU HAVE UNDERSTOOD OF THE AFRICAN	01778 16
	WORLD-VIEW? IS HIS ASSESSMENT OF WESTERN VALUES A FAIR	01778 17
	ONE? WHAT POSSIBILITIES CAN YOU SEE FOR RESTORING THE	01778 18
	NIGERIAN VALUE STRUCTURE IN EDUCATION? ARE THERE	01778 18
	PRINCIPLES INVOLVED WHICH MIGHT SERVE TO GUIDE THE	01778 19
	RESTORATION OF VALUES IN AMERICAN EDUCATION? IS IT FAIR	01778 20
	TO ASSUME THAT AMERICAN VALUES ARE IN SIMILAR NEED	01778 21
	OF RESTORATION?	01778 22
*SETTING	SMALL GROUP 21-12 STUDENTS + COLLEGE	01778 10
*MATERIALS	BLANK	01778 5
*LEVEL	ALL GRADES	01778 8
*GENERAL	ALL CANDIDATES	01778 7
*HOURS	1100	01778 6
*EVALUATION	ACCURACY OF PERCEPTION AND THOUGHTFULNESS DISPLAYED IN	01778 30
	DISCUSSION,	01778 31
*FILE	NDUKA VALUES COMPARISON	01778 9

*OBJECTIVES	RESPOND TO THE EXPRESSIONS OF MODERN AFRICAN POETS,	01779 23
	DIFFERENTIATE BETWEEN THE ATTITUDE OF SELF-CONSCIOUS	01779 24
	SMENGRITUDES AND THE CONFIDENT EXPRESSION OF SELFHOOD IN	01779 25
	CONTRASTING SCHOOLS OF MODERN AFRICAN POETS, APPLY THE	01779 26
	EXPERSSIONS OF RACIAL IDENTITY IN AFRICAN POETRY IN	01779 27
	REFLECTING UPON A SIGNIFICANT PROBLEM IN AMERICAN CULTURE,	01779 28
*PREREQUISITE	PRECEDING MODULES,	01779 29
*EXPERIENCE	READ: MOORE, G9 AND BEIER, J, 2EDS9+, MODERN POETRY	01779 11
	POETRY FROM AFRICA, BALTIMORE, MD., PENGUIN BOOKS, 1963,	01779 12
	IN RESPONSE TO READING, WRITE AN ESSAY OF 1000 TO 1500	01779 13
	WORDS DEALING WITH THE FOLLOWING ISSUES OR QUESTIONS:	01779 14
	1. COMPARE AND CONTRAST THE ATTITUDES TOWARD AFRICAN	01779 15
	CULTURE AND RACE IMPLIED IN THE WORK OF THE FRENCH-	01779 16
	SPEAKING AFRICAN POETS, PARTICULARLY LEOPOLD SENGHOR AND	01779 17
	DAVID DIOP, WITH THOSE EXHIBITED IN THE POETRY FO THE	01779 18
	ENGLISH-SPEAKING AFRICAN POETS, 2. DISCUSS THE	01779 19
	IMPLICATIONS OF THE ATTITUDES AND FEELINGS EXPRESSED BY	01779 20
	THE AFRICAN POETS FOR THE UNDERSTANDING OF THE FEELINGS	01779 21
	AND ASPIRATIONS OF BLACK PEOPLE IN AMERICAN SOCIETY,	01779 22
*SETTING	INDEPENDENT COLLEGE	01779 10
*MATERIALS	INDIVIDUAL COPIES OF THE BOOK	01779 5
*LEVEL	ALL GRADES	01779 8
*GENERAL	ALL CANDIDATES	01779 7
*HOURS	6100	01779 6
*EVALUATION	DEPTH OF INSIGHT AND QUALITY OF SUBJECTIVE RESPONSE	01779 30
	DEMONSTRATED IN THE WRITTEN ASSIGNMENT,	01779 31
*FILE	POETRY MODERN ESSAY	01779 9

*OBJECTIVES	RESPOND WITH SATISFACTION AND ENJOYMENT TO EXPRESSION OF	01780 17
	AFRICAN CIVILIZATION,	01780 18
*PREREQUISITE	PRECEDING MODULES,	01780 19
*EXPERIENCE	FINAL CLASS MODULE AT THE DISCRETION AND DISPOSAL OF THE	01780 11
	INSTRUCTOR, HE MAY WISH TO USE IT TO REVIEW OR AMPLIFY	01780 12

	PREVIOUS MODULES, IF OTHERWISE UNUSED, PARTICIPATE IN	01780 13
	SOCIAL GATHERING FEATURING AFRICAN FOODS, HIGHLIFES	01780 14
	DEMONSTRATION AND DANCING, EXHIBIT OF AFRICAN ARTS	01780 15
	AND CRAFTS,	01780 16
*SETTING	LARGE GROUP COMMUNITY	01780 10
*MATERIALS	CATERING, RECORDED & HIGHLIFES MUSIC, EXHIBITS,	01780 9
*LEVEL	ALL GRADES	01780 8
*GENERAL	ALL CANDIDATES	01780 7
*HOURS	1100	01780 6
*EVALUATION	PARTICIPATES VOLUNTARILY AND WITH ENJOYMENT IN PLANNING	01780 20
	AND IMPLEMENTING THE MODULE,	01780 21
*FILE	FINAL SOCIAL	01780 9

*OBJECTIVES	RECALLS AND EVALUATES EXPERIENCE OF THE COURSE,	01781 16
*PREREQUISITE	PRECEDING MODULES,	01781 17
*EXPERIENCE	CONFER WITH INSTRUCTOR, INSTRUCTOR WILL ATTEMPT TO ASSESS	01781 11
	THE REACTIONS OF THE STUDENT TO THE COURSE, PARTICULARLY AS	01781 12
	REGARDS ANY SHIFT IN PERSONAL VALUES AND IN ATTITUDE	01781 13
	TOWARDS NON-WESTERN VALUES, CONFERENCE MAY BE CONDUCTED	01781 14
	IN GROUPS OF TWO OR THREE,	01781 15
*SETTING	INDEPENDENT COLLEGE	01781 10
*MATERIALS	BLANK	01781 5
*LEVEL	ALL GRADES	01781 8
*GENERAL	ALL CANDIDATES	01781 7
*HOURS	0120 - 0:30	01781 6
*EVALUATION	IS ABLE TO DISCUSS AFRICAN VALUES FREELY AND	01781 18
	KNOWLEDGEABLY, CHARACTERIZES OWN VALUES OBJECTIVELY IN	01781 19
	CONVERSATION,	01781 20
*FILE	TERMINAL CONFERENCE	01781 9

GENERAL - LIBERAL EDUCATION

SOCIAL SCIENCE

INTRODUCTION

The general liberal education program in the social sciences serves as a general introduction to the social science disciplines themselves. Following several brief sessions on the nature of social science, the year - long component develops the rationale for the following disciplines: Geography, anthropology, sociology, political science, and economics. An attempt is made to answer the following questions: How does the individual geographer or anthropologist go about his work? What particular problems does he deal with? How does he solve these problems? What is the rationale for his decision-making? What is meant by a political system? An economic system? A social system? Is there, or ought there to be, a social science system?

Throughout the general-liberal education year, students are made aware of the decision-making process which is the theme of the entire social science portion of the curriculum. Because of the overlapping nature of the social sciences and the behavioral sciences, experiences in this component are extremely important in the development of the model teacher envisioned in this program. Coordination with the Human Learning section of the program is important so that each contributes to a fuller understanding of the various behavioral sciences and of their contribution to understanding and teaching elementary school children.

The final weeks are spent reviewing the major problems and contributions of the respective social science disciplines, the nature of social science itself, and the significance of the decision-making process.

The experiences and modules included in this component were written by the following people.

Dr. Daniel Jacobson	Coordinator
Clark Akatiff	Geography
John Forde	Anthropology
Dr. John Henderson	Economics
Dr. Philip Marcus	Sociology
Dr. Frank Pinner	Political Science
Dr. David Ziblatt	Political Science

*OBJECTIVES	TO GET STUDENTS TO THINK ABOUT THE MAJOR PROBLEMS OF OUR TIMES	02355 14
*PREREQUISITE	NONE	02355 14
*EXPERIENCE	WHAT ARE THE CHIEF PROBLEMS FACING MAN IN CONTEMPORARY AMERICA? OPEN DISCUSSION	02355 15
		02355 11
*SETTING	LARGE GROUP COLLEGE	02355 12
*MATERIALS	NONE	02355 10
*LEVEL	ALL GRADES	02355 5
*GENERAL	ALL CANDIDATES	02355 8
*HOURS	3	02355 7
*EVALUATION	NONE NECESSARY	02355 6
*FILE	SOCIAL PROBLEMS CONTEMPORARY AMERICA BLANK	02355 16
		02355 9

*OBJECTIVES	FAMILIARIZE STUDENT BETWEEN DIFFERENCE SOCIAL STUDIES AND SOCIAL SCIENCE	02357 14
		02357 15
*PREREQUISITE	MODULES 2355 + 2356	02357 16
*EXPERIENCE	LECTURE ON RELATIONSHIP BETWEEN SOCIAL STUDIES AND SOCIAL SCIENCE WHAT ROLE DOES EACH PLAY IN HELPING TO SOLVE THE PROBLEMS OF OUR TIME	02357 11
		02357 12
		02357 13
*SETTING	LARGE GROUP COLLEGE	02357 14
*MATERIALS	THE SOCIAL STUDIES AND THE SOCIAL SCIENCES HARCOURT, BRACE + WORLD, INC., N.Y. 1962 INTRODUCTION TO BE READ BY STUDENT	02357 5
		02357
*LEVEL	ALL GRADES	02357 6
*GENERAL	ALL CANDIDATES	02357 7
*HOURS	1	02357 6
*EVALUATION	OPEN DISCUSSION	02357 17
*FILE	SOCIAL SCIENCE STUDENT DIFFERENCES BLANK	02357 9

*OBJECTIVES	TO DERIVE MAJOR CONCEPTS FROM RESPECTIVE SOCIAL SCIENCES	02358 14
*PREREQUISITE	PRECEDING MODULES	02358 15
*EXPERIENCE	WHAT ARE THE IMPORTANT CONCEPTS THAT EMERGE FROM THE SOCIAL SCIENCES? ARE THEY ORIENTED TO PROBLEM SOLVING OR DECISION MAKING?	02358 11
		02358 12
		02358 13
*SETTING	LARGE GROUP COLLEGE	02358 14
*MATERIALS	THE SOCIAL STUDIES AND THE SOCIAL SCIENCES, HARCOURT BRACE + WORLD INC., N.Y. 1962. REMAINDER OF BOOK TO BE READ BY STUDENT	02358 5
		02358
*LEVEL	ALL GRADES	02358 6
*GENERAL	ALL CANDIDATES	02358 7
*HOURS	3	02358 6
*EVALUATION	PAPER WRITTEN ON MAJOR CONCEPT DRAWN FROM SINGLE DISCIPLINE	02358 16
		02358 17
*FILE	CONCEPTS BLANK BLANK	02358 10

*OBJECTIVES	INTRODUCTION	02359 36
*PREREQUISITE	NONE	02359 39
*EXPERIENCE	LECTURE ONE GEOGRAPHY AS EXPLORATION THE INTRODUCTORY LECTURE SHOULD BE DESIGNED TO PRESENT AN OVERVIEW OF THE NEXT FOUR WEEKS, NOT IN DETAIL, SINCE THIS WILL COME LATER, BUT IN SUCH A MANNER AS TO INVITE THE STUDENTS INTEREST. THE EXPLICIT METHOD, OF COURSE, WILL DIFFER ACCORDING TO THE PERSONALITY AND STYLE OF A TEACHER. I SUGGEST, HOWEVER, THAT THE FOLLOWING POINTS BE MADE:	02359 11
		02359 12
		02359 13
		02359 14
		02359 15
		02359 16
		02359 17
	1. IN SOME RESPECTS GEOGRAPHY IS THE MOST SIMPLE OF THE SOCIAL SCIENCES, SINCE IT GENERALLY DEALS WITH CONCRETE, LITERAL PHENOMENA, IN A STRAIGHTFORWARD MANNER. 2. IN THIS CONNECTION IT MAY BE WELL TO DISCUSS THE CONCEPT OF [PLACE NAME GEOGRAPHY] AS AN EXAMPLE OF [SIMPLE] GEOGRAPHY TAKEN TO AN EXTREME BY TOO MANY ELEMENTARY AND SECONDARY SCHOOL TEACHERS. 3. THE TOOLS OF EXPLORATION ARE BASICALLY REDUCTIVE, I.E., DEVICES THAT ATTEMPT TO COLLAPSE DATA AND OBSERVATIONS INTO SMALL, COMPREHENSIBLE BITS. THE MAP IS	02359 18
		02359 19
		02359 20
		02359 21
		02359 22
		02359 23
		02359 24
		02359 25
		02359 26

PERHAPS THE FOREMOST OF THESE TOOLS, BUT INCLUDED IN THE GEOGRAPHERS TOOL BAG ARE AERIAL PHOTOS, GRAPHS OF STATISTICAL DATA AND OTHER REDUCTIVE DEVICES TO BE DISCUSSED LATER. IT SHOULD BE NOTED THAT THESE TOOLS, THOUGH USED BY GEOGRAPHERS, ARE ALSO USEFUL IN ALL OTHER SOCIAL SCIENCES AND GEOGRAPHY IS ESSENTIALLY THE ACADEMIC KEEPER OF THESE TECHNIQUES, WHICH IDEALLY SHOULD BE SHARED BY ALL. 3. THE METHODS OF GEOGRAPHICAL SCIENCE ARE BOUND UP WITH PERSONAL EXPLORATION. THE GEOGRAPHER IS AN EXPLORER, WHO ULTIMATELY MAKES THE DECISIONS, JUDGMENTS, ETC., WHICH MAKE UP HIS SCIENCE.

*SETTING LARGE GROUP COLLEGE

*MATERIALS FENNEMAN, [THE CIRCUMFERENCE OF GEOGRAPHY,] INTRODUCTION TO GEOGRAPHY SELECTED READINGS. DOHRS + SUMMERS, EDITORS. CROWELL, NEW YORK, 1967: 2-10.

*LEVEL ALL GRADES

*GENERAL GENERALIST

*HOURS 1

*EVALUATION STANDARD COURSE EXAMINATION

*FILE GEOGRAPHY MAPS BLANK

*OBJECTIVES TO PROVIDE AN UNDERSTANDING TO THE BREADTH OF GEOGRAPHICAL INVESTIGATIONS.

*PREREQUISITE NONE

*EXPERIENCE LECTURE TWO - THE FOUR TRADITIONS OF GEOGRAPHY THE LECTURER SHOULD BECOME ACQUAINTED WITH WILLIAM PATTISON'S ARTICLE, [THE FOUR TRADITIONS OF GEOGRAPHY,] JOURNAL OF GEOGRAPHY, LXIII MAY 1964, 211-216. THIS CONCEPT OF GEOGRAPHY SHOULD BE BRIEFLY OUTLINED TO THE STUDENTS. THE FOUR TRADITIONS ACCORDING TO PATTISON ARE 1+ PHYSICAL GEOGRAPHY, 2+ MAN-LAND GEOGRAPHY OR GEOGRAPHY AS ECOLOGY, 3+ SPATIAL GEOGRAPHY OR GEOGRAPHY AS A SCIENCE OF SPACIAL ORGANIZATION, 4+ REGIONAL GEOGRAPHY. PREFERABLY THESE IDEAS SHOULD ARISE FROM DISCUSSION. I HAVE DISCOVERED THAT [WHAT IF GEOGRAPHY] QUESTION TO BE A GOOD STARTER. THIS WORKS BETTER IF THE STUDENTS HAVE BEEN ASKED TO WRITE A BRIEF DEFINITION OF GEOGRAPHY DURING THE FIRST FIVE MINUTES OF CLASS OR AT THE END OF THE FIRST MEETING. IN GENERAL, IT IS POSSIBLE TO FIND EXAMPLES OF ALL FOUR TRADITIONS WITHIN A NORMAL, UNINITIATED CLASS'S RESPONSES. THIS CAN LEAD TO FRUITFUL DISCUSSION, ABOUT THE GENERAL AIMS AND TRADITIONS OF GEOGRAPHY. CERTAIN THEMES THAT SHOULD BE EMPHASIZED ARE AS FOLLOWS: IS THERE ANY ONE THING THAT TIES THE FOUR TRADITIONS TOGETHER? IS IT POSSIBLE FOR A DISCIPLINE TO EXIST IN SUCH BROAD AREAS OF CONCERN, OR DOES SUCH A GREAT SPREAD LEAD TO INEVITABLE SUPERFICIALITY?

*SETTING LARGE GROUP COLLEGE

*MATERIALS BLANK

*LEVEL ALL GRADES

*GENERAL GENERALIST

*HOURS 1

*EVALUATION NORMAL TESTING PROCEDURE 2ESSAY OR OBJECTIVE EXAMINATION+ OR THE CLASSIFICATION OF ARTICLES BY TRADITION. 2SEE FOLLOWING MODULE.

*FILE TRADITION GEOGRAPHY INVESTIGATIONS

*OBJECTIVES THE OBJECTIVE OF THIS TASK IS TO INTRODUCE THE STUDENT TO RAPID METHODS OF EVALUATION OF SCHOLARLY WRITING, ESPECIALLY THE CONCEPT OF RAPID SCANNING FOR THE PURPOSES OF CLASSIFICATION INTO PRE-ESTABLISHED AREAS OF INTEREST.

*PREREQUISITE MODULE 2360

*EXPERIENCE THE STUDENT SHOULD BE ASKED TO CLASSIFY EACH OF THE ASSIGNED READINGS INTO ONE OR MORE OF THE APPROPRIATE CLASSES OR TRADITIONS OF GEOGRAPHY, AS DESCRIBED IN

LECTURE TWO, LARGE GROUP COLLEGE		02361 14
*SETTING		02361 10
*MATERIALS	BLANK	02361 5
*LEVEL	BLANK	02361 8
*GENERAL	GENERALIST	02361 7
*HOURS	2-4	02361 6
*EVALUATION	THE STUDENTS CAN HAND IN A LIST OF THE ARTICLES AND THEIR CLASSIFICATION, OR THEY MAY BE TESTED ORALLY IN CLASS.	02361 20
	THE LATTER OF THE METHODS IS PROBABLY SUPERIOR, SINCE IT	02361 21
	COULD LEAD TO DISCUSSION THAT WILL FURTHER ILLUCIDATE THE	02361 22
	FOUR TRADITIONS AND THE METHODS OF SCHOLARLY SCANNING.	02361 23
*FILE	TRADITIONS GEOGRAPHY SCHOLARLY READING	02361 24
		02361 9
*OBJECTIVES	TO PROVIDE ELEMENTARY UNDERSTANDING OF MAPS.	02362 28
*PREREQUISITE	NONE	02362 29
*EXPERIENCE	GEOGRAPHIC METHODS--CARTOGRAPHY THIS SECTION IS INTENDED	02362 11
	TO PROVIDE A GENERAL INTRODUCTION TO MAPS, THEIR	02362 12
	PROPERTIES AND USE. USING AN ATLAS PURCHASED BY THE	02362 13
	STUDENTS I RECOMMEND, MANSS DOMAIN, N. J. W. THROWER,	02362 14
	EDITION, MCGRAW HILL, NEW YORK 24 1968. THE INSTRUCTION	02362 15
	SHOULD COVER THE FOLLOWING TOPICS: SCALE, SIGNIFICANCE OF	02362 16
	SCALE, METHODS OF DETERMINING SCALE. 2. PROJECTION	02362 17
	SYSTEMS, ESPECIALLY THE CLASSES OF PROJECTION AND THEIR	02362 18
	USES AND ABUSES. 3. THEMATIC MAPS--PURPOSE AND	02362 18
	LIMITATIONS 4. STATISTICAL MAPS >STUDENTSS REPRINT	02362 19
	ARTICLES MAY BE USED FOR ILLUSTRATION+. 5. LARGE SCALE	02362 20
	TOPOGRAPHIC MAPS >SEE INDIVIDUAL MODULE FOR DETAILS+.	02362 21
	THE THEME THAT SHOULD BE STRESSED IS THE MAP AS A	02362 22
	REDUCTIVE DEVICE WHICH BRINGS A GREAT COMPLEX OF DATA INTO	02362 23
	A COMPREHENSIBLE FORM. THE MAP SHOULD BE GIVEN THE SAME	02362 24
	CONSIDERATION AND STUDY THAT ONE WOULD GIVE A COMPLEX AND	02362 25
	ELEGANT MATHEMATICAL EQUATION OR A WORK OF ART. THE MAP	02362 26
	IS A FUNDAMENTAL RESEARCH TOOL, NOT A DECORATION.	02362 27
*SETTING	LARGE GROUP COLLEGE	02362 10
*MATERIALS	BLANK	02362 5
*LEVEL	BLANK	02362 8
*GENERAL	GENERALIST	02362 7
*HOURS	3	02362 6
*EVALUATION	STANDARD EXAMINATION PROCEDURES AND SEPARATE ATLAS AND	02362 30
	TOPOGRAPHIC MAP EXERCISES.	02362 31
*FILE	TOPOGRAPHY MAPS BLANK	02362 9
*OBJECTIVES	THE PURPOSE OF THIS MODULE IS TO FURTHER THE STUDENTSS	02363 16
	APPRECIATION OF THE ATLAS AS A SOURCE OF DATA, AND TO	02363 17
	PROVIDE AN EXPERIENCE IN REGIONAL GEOGRAPHY.	02363 18
*PREREQUISITE	PREVIOUS LECTURES IN CARTOGRAPHY, AND REGIONAL GEOGRAPHY	02363 19
*EXPERIENCE	USE OF THE ATLAS PROVIDE THE OPPORTUNITY TO USE THE ATLAS	02363 11
	IN A COMPREHENSIVE MANNER. THIS CAN BEST BE ACCOMPLISHED	02363 12
	BY ASKING THE STUDENT TO WRITE A REGIONAL GEOGRAPHY OF.	02363 13
	E.G. KANSAS, USING THE ATLAS AS THEIR ONLY SOURCE OF	02363 14
	INFORMATION.	02363 15
*SETTING	LARGE GROUP COLLEGE	02363 10
*MATERIALS	BLANK	02363 5
*LEVEL	BLANK	02363 8
*GENERAL	GENERALIST	02363 7
*HOURS	1	02363 6
*EVALUATION	TEST: THE WRITTEN GEOGRAPHY IS ITS OWN TEST.	02363 20
*FILE	USE OF ATLAS REGIONAL GEOGRAPHY BLANK	02363 9
*OBJECTIVES	THE PURPOSE OF THIS MODULE IS TO FURTHER THE STUDENTSS	02364 22
	EXPERIENCE WITH MAPS, AND TO MAKE THEM AWARE OF THE	02364 23
	EXISTENCE OF THE TOPOGRAPHIC SERIES,	02364 24
*PREREQUISITE	PREVIOUS LECTURE ON CARTOGRAPHY.	02364 25
*EXPERIENCE	USE OF TOPOGRAPHIC MAPS THE STUDENT SHOULD BE PROVIDED	02364 11

	WITH A LARGE SCALE MAP OF THE AREA IN WHICH THE	02364 12
	INSTRUCTION IS TAKING PLACE. NEARLY ALL DENSELY POPULATED	02364 13
	AREAS ARE NOW MAPPED BY THE UNITED STATES GEOLOGICAL	02364 14
	SURVEY AT A SCALE OF 1:24,000 AND IF AVAILABLE THESE MAPS	02364 15
	SHOULD BE PURCHASED. THE INSTRUCTION WILL FOCUS ON THE	02364 16
	PROBLEM OF READING THE MAPS LEGEND, THE CONTOURS, THE	02364 17
	EFFECT OF SUBDIVISION, ETC. DEPENDING ON THE INGENUITY OF	02364 18
	THE INSTRUCTOR AND THE NATURE OF THE MAP IT MIGHT ALSO BE	02364 19
	FIT INTO OTHER ASPECTS OF THE TRAINING, BUT THAT MUST BE	02364 20
	LEFT TO THE DISCRETION OF THE INSTRUCTOR.	02364 21
*SETTING	LARGE GROUP COLLEGE	02364 10
*MATERIALS	BLANK	02364 5
*LEVEL	BLANK	02364 8
*GENERAL	GENERALIST	02364 7
*HOURS	1	02364 6
*EVALUATION	THERE ARE MANY STANDARD EXAMINATION PROCEDURES TO TEST	02364 26
	ABILITY TO READ TOPOGRAPHIC MAPS. SINCE IT CANNOT BE	02364 27
	KNOWN WHICH MAPS ARE TO BE USED AT THIS TIME, I HAVE	02364 28
	MERELY ATTACHED A STANDARD EXAMINATION WHICH IS EASILY	02364 29
	ADAPTABLE TO OTHER SHEETS.	02364 30
*FILE	TOPOGRAPHY MAPS BLANK	02364 9

*OBJECTIVES	THE OBJECTIVE OF THIS LECTURE IS TO INTRODUCE THE STUDENT	02365 28
	TO THE PROBLEM OF ANALYSIS OF CAUSE IN SOCIAL SCIENCE AND	02365 29
	GEOGRAPHY IN PARTICULAR.	02365 30
*PREREQUISITE	NONE	02365 31
*EXPERIENCE	DETERMINISM IN SCIENCE AND GEOGRAPHY THIS LECTURE IS	02365 11
	DESIGNED TO INTRODUCE THE STUDENT TO SOME OF THE	02365 12
	PHILOSOPHICAL PROBLEMS OF DETERMINISM AND INDETERMINISM.	02365 13
	THE LECTURE SHOULD FOCUS ON THE GEOGRAPHICAL DEBATE OVER	02365 14
	THESE ISSUES. AS FAR AS POSSIBLE, THE LECTURE SHOULD	02365 15
	FOCUS ON SPECIFIC PROBLEMS IN GEOGRAPHY SUCH AS THE	02365 16
	LOCATION OF A GIVEN CITY. FOR EXAMPLE THE TEACHER MAY	02365 17
	INSTITUTE DISCUSSION OF THE RELATIVE SIZE AND IMPORTANCE	02365 18
	OF CHICAGO AND ST LOUIS. IT CAN BE ASKED IF THE DIFFER-	02365 19
	ENCES BETWEEN THESE TWO CITIES CAN BE UNDERSTOOD IN	02365 20
	RESPECT OF ENVIRONMENTAL OR OTHER DIFFERENCES. THE	02365 21
	DISCUSSION SHOULD LEAD TO THE APPRECIATION OF COMPLEXITY	02365 22
	IN UNDERSTANDING CAUSES OF ALL BUT THE MOST SIMPLE	02365 23
	PHENOMENA. OTHER POINTS OF DISCUSSION MIGHT INCLUDE THE	02365 24
	THE QUESTION OF TROPICAL DEVELOPMENT: ARE THERE	02365 25
	ENVIRONMENTAL LIMITATIONS ON DEVELOPMENT IN THESE REGIONS	02365 26
	WHICH PROHIBIT THE RISE OF MODERN URBAN CIVILIZATION.	02365 27
*SETTING	LARGE GROUP COLLEGE	02365 10
*MATERIALS	BLANK	02365 5
*LEVEL	BLANK	02365 8
*GENERAL	GENERALIST	02365 7
*HOURS	1	02365 6
*EVALUATION	STANDARD TESTING PROCEDURE--SEE MODULE ON EXAMINATION.	02365 32
*FILE	PHILOSOPHY DETERMINISM AND INDETERMINISM GEOGRAPHICAL	02365 9
	DEBATE	02365

*OBJECTIVES	THE OBJECTIVE OF THIS SECTION IS TO PROVIDE A METHOD TO	02366 39
	UNDERSTAND COMPLEXITY OF CAUSATION IN GEOGRAPHICAL AND	02366 40
	OTHER PHENOMENA. IT IS INTENDED THAT THIS SORT OF SCHEME	02366 41
	MAY BE USEFUL TO THE STUDENT IN UNDERSTANDING THE CAUSES	02366 42
	LEADING TO DECISIONS MADE BY THEMSELVES IN TEACHING.	02366 43
*PREREQUISITE	LECTURE ON DETERMINISM IN SCIENCE AND GEOGRAPHY.	02366 44
	MODULE 2365	02366 45

*EXPERIENCE	LEVELS OF DETERMINISM THIS LECTURE IS DESIGNED TO	02366 11
	INTRODUCE A SCHEMA OF ANALYSIS OF CAUSATION THAT WILL	02366 12
	SERVE TO BRING SOME ORDER TO THE CONFUSING WHETHER OF	02366 13
	CAUSES THAT INTERACT AT ANY ONE PHENOMENON. THE CONCEPT	02366 14
	IS THAT OF (LEVELS OF DETERMINATION) AND BRIEFLY THE IDEA	02366 15
	IS THAT ALL PHENOMENA MAY BE UNDERSTOOD AS THE FUNCTION	02366 16
	OF A COMPLEX OF CAUSES AT DIFFERENT LEVELS OF	02366 17
	SIGNIFICANCE. IN OUTLINE THESE LEVELS ARE AS FOLLOWS:	02366 18
	META PERPETUAL QUESTIONS OF BEING+ BEYOND TIME AND SPACE	02366 19
	2E.G. THEOLOGICAL QUESTIONS AND ANSWERS+ MEGA	02366 20
	BIOLOGICAL-PHYSICAL BEHAVIOR. IS AN ORGANISM MORE SUITED	02366 21
	TO ONE PLACE THAN ANOTHER. 2FISH IN THE SEAL+ MACRO	02366 22
	CULTURAL-HISTORICAL-GEOGRAPHICAL DETERMINANTS. 2E.G. THE	02366 23
	COURSE OF MIGRATIONS, SPREAD OF TECHNOLOGY, MESO THE	02366 24
	SPECIFIC MATRIX CULTURAL AND GEOGRAPHICAL OF A GIVEN	02366 25
	GROUP. EXAMPLE NORTH AMERICA FOR THE INDIANS MICRO THE	02366 26
	CHANCE OCCURENCES OF HISTORY, GEOGRAPHY AND BIOGRAPHY.	02366 27
	2THE ROLE OF AN INDIVIDUAL IN CHOOSING THE SIDE OF A CITY+	02366 28
	IT SHOULD BE BROUGHT OUT THAT EACH OF THESE LEVELS EXISTS	02366 29
	2HYPOTHETICALLY+ AT A DIFFERENT LEVEL OF SIGNIFICANCE, AND	02366 30
	THAT THE CAUSE OF ANY PARTICULAR PHENOMENON CANNOT BE	02366 31
	UNDERSTOOD WITHOUT REFERENCE TO ALL LEVELS. IT CAN BE	02366 32
	SHOWN HOW CHANCE PLAYS A ROLE IN PHENOMENAL DISTRIBUTIONS	02366 33
	2MICRO LEVEL OCCURENCE+ BUT HOW IN AN ULTIMATE SENSE ALL	02366 34
	THINGS APPEAR TO HAVE ADEQUATE CAUSE. 2OF COURSE IT MUST	02366 35
	BE POINTED OUT THAT AT THE META LEVEL WE ARE FACED WITH	02366 36
	ETERNAL CONUNDRUMS OF DETERMINISM-INDETERMINISM, AND SO GO	02366 37
	FULL CIRCLE.	02366 38
*SETTING	LARGE GROUP COLLEGE	02366 10
*MATERIALS	BLANK	02366 5
*LEVEL	BLANK	02366 8
*GENERAL	GENERALIST	02366 7
*HOURS	2 TO 3	02366 6
*EVALUATION	THE BEST TEST OF THIS UNDERSTANDING WILL COME IN THE	02366 46
	SECOND PART OF THE INSTRUCTION WHERE THE STUDENTS WILL BE	02366 47
	ASKED TO APPLY THIS TYPE OF THINKING IN A CONCRETE	02366 48
	SITUATION.	02366 49
*FILE	CAUSATION ANALYSIS LEVELS OF DETERMINISM BLANK	02366 9

*OBJECTIVES	THE OBJECTIVE OF THIS ASSIGNMENT IS TO ALLOW THE STUDENT PRACTICE IN UTILIZING THE CONCEPT OF LEVELS OF DETERMINATION AND TO FURTHER ACQUAINT THEM WITH GEOGRAPHICAL LITERATURE.	02367 22 02367 23 02367 24 02367 25
*PREREQUISITE	THE LECTURES ON DETERMINISM IN SCIENCE AND GEOGRAPHY	02367 26
*EXPERIENCE	ANALYSIS OF DETERMINANTS THE STUDENT SHOULD READ (THE LOCATION OF SALT LAKE CITY, ROBERTS MERRILL REPRINT G-83 BY CHAUNCEY D HARRIS WITH THE IDEA IN MIND OF CLASSIFYING THE DETERMINANTS INTO THE SCHEME PRESENTED IN EARLIER LECTURES ON LEVELS OF DETERMINATION. THE STUDENTS SHOULD BE ADVISED THAT NOT NECESSARILY EVERY LEVEL IS ANALYSED IN ARTICLE. THE STUDENTS SHOULD BE ENCOURAGED TO THINK ABOUT THE SCOPE OF THE ARTICLE: HAVE ENOUGH LEVELS BEEN INCLUDED TO MAKE A CONVINCING CASE OR SHOULD THE DISCUSSION HAVE BEEN CARRIED ON IN A BROADER CONCEPTUAL FRAMEWORK,	02367 11 02367 12 02367 13 02367 14 02367 15 02367 16 02367 17 02367 18 02367 19 02367 20 02367 21
*SETTING	LARGE GROUP COLLEGE	02367 10
*MATERIALS	BLANK	02367 5
*LEVEL	BLANK	02367 8
*GENERAL	GENERALIST	02367 7
*HOURS	1	02367 6
*EVALUATION	THE STUDENT MIGHT BE TESTED ORALLY IN CLASS, THROUGH DISCUSSION, OR THROUGH ANNOTATION OF THE ARTICLE ITSELF WHICH COULD THEN BE GRADED BY THE INSTRUCTOR.	02367 27 02367 27 02367 28
*FILE	DETERMINANTS ANALYSIS GEOGRAPHY BLANK	02367 9

*OBJECTIVES	TO SUPPLEMENT AND AMPLIFY THE LECTURES ON DETERMINISM IN SCIENCE AND GEOGRAPHY	02368 14 02368 15
*PREREQUISITE	SHOULD BE READ DURING THE WEEK WHICH PROBLEMS OF DETERMINISM ARE BEING DISCUSSED.	02368 16 02368 17
*EXPERIENCE	READINGS ON DETERMINISM READ (DETERMINISM IN GEOGRAPHY) BY ROBERT S PLATT IN INTRO. TO GEOGRAPHY, SELECTED READINGS: 122-129.	02368 11 02368 12 02368 13
*SETTING	LARGE GROUP COLLEGE	02368 10
*MATERIALS	BLANK	02368 5
*LEVEL	BLANK	02368 8
*GENERAL	GENERALIST	02368 7
*HOURS	1	02368 6
*EVALUATION	STANDARD EXAMINATION PROCEDURES AND/OR DISCUSSION IN CLASS IN RELATIONSHIP TO OTHER QUESTIONS OF DETERMINISM.	02368 18 02368 19
*FILE	DETERMINISM GEOGRAPHY BLANK	02368 9

*OBJECTIVES	THE OBJECTIVE IS TO INTRODUCE THEORY TO THE STUDENT SHOWING THE TWO MAJOR SOURCES OF THEORY, AND THE HYPOTHETICAL NATURE OF ALL THEORY.	02369 31 02369 32 02369 33
*PREREQUISITE	PREVIOUS MODULE	02369 34
*EXPERIENCE	THE PLACE OF THEORY IN SOCIAL SCIENCE + GEOGRAPHY DEDUCTIVE AND INDUCTIVE THEORY. THE LECTURER SHOULD PRESENT THE DIFFERENCES BETWEEN DEDUCTIVE THEORY & THOSE THEORIES WHICH APPEAR TO BE TRUE INTRINSICALLY, REGARDLESS OF EMPIRICAL TESTING: E.G. A TWO HEADED COIN WILL THEORETICALLY LAND AS MANY TIMES ON ONE SIDE AS ON THE OTHER. THE MOST ACCESSIBLE POINT IN A CIRCLE IS THE	02369 11 02369 12 02369 13 02369 14 02369 15 02369 16 02369 17

	CENTER, + AND INDUCTIVE THEORY 2THOSE WHICH ARISE FROM	02369 18
	OBSERVATION OF PHENOMENA: E.G. THE PERCEPTION OF A	02369 19
	CYCLICAL NATURE TO RAINFALL IN DRY MARGINS WHICH GIVES	02369 20
	RISE TO A THEORY OF CYCLICAL PERCIPITATION. + IT SHOULD BE	02369 21
	EMPHASISED THAT BOTH TYPES OF THEORY WORK TOGETHER, THAT	02369 22
	THERE ARE FEW EXAMPLES OF PURELY INDUCTIVE OR DEDUCTIVE	02369 23
	THEORY. IT SHOULD ALSO BE POINTED OUT THAT UNLESS	02369 24
	INDUCTIVE THEORY HAS BEEN RIGOUROUSLY PROVEN 2SHOWN TO BE	02369 25
	PREDICABLE, DEDUCTIVE THEORY IS A MORE POWERFUL ANALYTIC	02369 26
	DEVICE. THIS DISCUSSION SHOULD BE RELATED TO THE LEVELS	02369 27
	OF DETERMINATION WHERE IN IT CAN BE SHOWN THAT DEDUCTIVE	02369 28
	THEORY IS AT THE META AND MEGA LEVEL WHERE AS INDUCTIVE	02369 29
	THEORY ARISES FROM THE LOWER LEVELS,	02369 30
*SETTING	LARGE GROUP COLLEGE	02369 10
*MATERIALS	(THEORETICAL GEOGRAPHY) WILLIAM BUNGE INTRO TO GEOG,	02369 5
	SELECTED READINGS, : 346-358.	02369
*LEVEL	BLANK	02369 8
*GENERAL	GENERALIST	02369 7
*HOURS	1 HOUR	02369 6
*EVALUATION	STUDENTS SHOULD BE ASKED TO CLASSIFY THEIR READINGS BY USE	02369 35
	OF THEORY, DEDUCTIVE OR INDUCTIVE, OR NO USE OF THEORY.	02369 36
*FILE	DEDUCTIVE + INDUCTIVE ANALYTIC DEVICES BLANK	02369 9
*OBJECTIVES	THE OBJECTIVE OF THIS SECTION IS TO ILLUSTRATE THE USE OF	02370 28
	DEDUCTIVE THEORY IN GEOGRAPHY AND BY IMPLICATION IN OTHER	02370 29
	SCIENCES. IT IS ALSO INTENDED ASA STEPPING STONE TO THE	02370 30
	UNDERSTANDING OF OTHER CONCEPTS IN GEOGRAPHY.	02370 31
*PREREQUISITE	PREVIOUS LECTURES, FOR REFERENCE SEE GETIS, ARTHUS AND	02370 32
	JUDITH. (CHRISTALLERSS CENTRAL PLACE THEORY, JOURNAL OF	02370 33
	GEOGRAPHY, LXV 2MAY 1966+, 220-226.	02370 34
*EXPERIENCE	SPATIAL THEORY THIS SECTION SHOULD ATTEMPT AN OUTLINE	02370 11
	INTRODUCTION TO THE USE OF THEORY IN GEOGRAPHY, OR AT	02370 12
	LEAST IN SPATIAL GEOGRAPHY. IN PARTICULAR THE PROFESSOR	02370 13
	SHOULD ATTEMPT TO HAVE THE STUDENTS DISCOVER OPTIMUM	02370 14
	DISTRIBUTION OF CENTRAL PLACES ON A UNIFORM PLANE. THIS	02370 15
	CAN BE ACCOMPLISHED IN SEVERAL WAYS OF WHICH THE MOST	02370 16
	DIRECT IS TO PLACE COINS ON A SURFACE IN SUCH A MANNER AS	02370 17
	TO MAKE EACH EQUALLY ACCESSIBLE. IT WILL BE FOUND BY THE	02370 18
	STUDENTS THAT SUCH A DISTRIBUTION OF POINTS CAUSES THE	02370 19
	DEVELOPMENT OF A HEXAGONAL PATTERN OF SURFACE AREAS AS	02370 20
	DESCRIBED BY CHRISTALLER. THE PROFESSOR SHOULD THEN	02370 21
	INTRODUCE THE CONCEPT OF HIGHER ORDERS OF CENTRAL PLACE	02370 22
	WITHIN THE DISTRIBUTION. WHERE IN A DISTRIBUTION OF 30 OR	02370 23
	50 PLACES WOULD LARGER URBAN PLACES TEND TO LOCATE, WHERE	02370 24
	MIGHT THE LARGEST PLACE LOCATE, WOULD THERE BE A TENDANCY	02370 25
	TOWARD ONE DOMINANT PLACE, OR MIGHT DOMINANCE BE SHARED	02370 26
	BY SEVERAL PLACES.	02370 27
*SETTING	LARGE GROUP COLLEGE	02370 10
*MATERIALS	BLANK	02370 5
*LEVEL	BLANK	02370 8
*GENERAL	GENERALIST	02370 7
*HOURS	1	02370 6
*EVALUATION	THE STUDENT MIGHT BE TESTED BY DRAWING A THEORETICAL	02370 35
	DISTRIBUTION OF POINTS ON RULED PAPER AND DRAWING THE	02370 36
	PATTERN OF SERVICE AREAS THAT WOULD RESULT. FOR AN	02370 37
	EXAMPLE OF THIS TECHNIQUE CONSULT PAGE 162 OF NEW	02370 38
	APPROACHES IN INTRODUCTORY COLLEGE GEOGRAPH COURSES,	02370 39
	COMMISSION ON COLLEGE GEOGRAPHY, PUBLICATION NO. 4,	02370 40
	ASSOCIATION OF AMERICAN GEOGRAPHERS, WASHINGTON, D.C.	02370 41
	1967.	02370 42
*FILE	DEDUCTIVE THEORY	02370 9

*OBJECTIVES	TO FURTHER THE UNDERSTANDING OF DETERMINANTS IN GEOGRAPHY AND INTRODUCE IN A THEORETICAL FRAMEWORK SOME OF THE CONCEPTION USED IN THE MAN-LAND TRADITION OF GEOGRAPHY.	02371 27 02371 28 02371 29
*PREREQUISITE	PREVIOUS LECTURES AND ASSIGNMENTS ON THEORY AND DETERMINATION.	02371 30 02371 31
*EXPERIENCE	ENVIRONMENTAL THEORY THIS MODULE OF INSTRUCTION IS INTENDED TO DEMONSTRATE THE MANNER BY WHICH VARIATIONS IN THE NATURAL AND SOCIAL-CULTURAL ENVIRONMENT AFFECT THE FUNCTIONING OF GEOGRAPHICAL PHENOMENA IN SPACE. THE STUDENTS SHOULD BE ASKED TO DISCUSS THE REASONS THAT THE DISTRIBUTION OF SETTLEMENT IN THE UNITED STATES DO NOT FOLLOW THE PATTERNS THAT WOULD BE EXPECTED BY A PURE APPLICATION OF CENTRAL PLACE THEORY. THIS SHOULD LEAD TO AN UNDERSTANDING OF THE VARIATIONS INDUCED BY NATURAL AND CULTURAL PHENOMENA, SUCH AS DIFFERENT TERRAIN CONDITIONS, SOILS, CLIMATE AND SETTLEMENT HISTORY, CULTURAL TRADITIONS AND PERSONAL DECISIONS. THIS DISCUSSION CAN BE NICELY FITTED INTO THE MODEL OF LEVELS OF DETERMINATION, SHOWING HOW THE DEDUCTIVE CENTRAL PLACE THEORY IS AT A MEGA LEVEL OF THEORY, AND HOW THIS LEVEL OF REALITY IS MODIFIED BY THE EMPIRICAL CIRCUMSTANCE WHICH EXISTS AT LOWER LEVELS.	02371 11 02371 12 02371 13 02371 14 02371 15 02371 16 02371 17 02371 18 02371 19 02371 20 02371 21 02371 22 02371 23 02371 24 02371 25 02371 26
*SETTING	LARGE GROUP COLLEGE	02371 10
*MATERIALS	BLANK	02371 5
*LEVEL	BLANK	02371 8
*GENERAL	GENERALIST	02371 7
*HOURS	3	02371 6
*EVALUATION	STUDENTS SHOULD READ (RURAL SERVICE CENTERS IN SOUTHWESTERN WISCONSIN AND SOUTHERN ENGLAND) BY BRUSH AND BRACEY & BOBBS MERRIL REPRINT G-23+ AND ATTEMPT TO ANALYSE THIS ARTICLE IN RESPECT TO THE WAY IN WHICH ENVIRONMENTAL VARIATIONS LEAD TO DIFFERENCES IN THE THEORETICAL SPACIAL PATTERNS. THEIR BRIEF ONE PAGE+ EVALUATION COULD BE GRADED, OR DISCUSSED IN CLASS.	02371 32 02371 33 02371 34 02371 35 02371 36 02371 37 02371 38
*FILE	ENVIRONMENTAL THEORY NATURAL ENVIRONMENT SOCIAL-CULTURAL ENVIRONMENT	02371 5 02371

*OBJECTIVES	THE OBJECTIVE OF THIS SECTION IS TO GIVE THE STUDENT SOME UNDERSTANDING OF HOW THE GEOGRAPHER CLASSIFIES EARTH SPACE AND BY IMPLICATION INTRODUCE THE STUDENT TO THE GENERAL PROBLEMS OF SCIENTIFIC CLASSIFICATION.	02372 23 02372 24 02372 25 02372 26
*PREREQUISITE	LECTURES ON FOUR TRADITIONS IN GEOGRAPHY, THEORY IN GEOGRAPHY.	02372 27 02372 28
*EXPERIENCE	REGIONAL GEOGRAPHY THIS SECTION IS INTENDED TO PROVIDE SOME UNDERSTANDING OF THE MANNER BY WHICH REGIONS ARE DERIVED, AND THE PURPOSES FOR REGIONALIZATION. THE STUDENT SHOULD BE INTRODUCED TO THE CONCEPTS OF NODAL AND UNIFORM REGIONS. THE NODAL REGION CONCEPT MAY BE TIED TO CENTRAL PLACE THEORY, AND THE UNIFORM REGIONS SHOWN TO BE SOMEWHAT HYPOTHETICAL. THE IDEA OF GEOGRAPHIC OR PHYSIOGRAPHIC REGIONS SHOULD BE INTRODUCED, THAT IS THE IDEA OF MULTI-FACTOR REGIONS SHOULD BE DISCUSSED, AND IN GENERAL THE PROBLEM OF GENERALIZATION IN REGIONALIZATION SHOULD BE STRESSED, SHOWING HOW THIS RELATES TO MOST PROBLEMS OF SOCIAL SCIENCE.	02372 11 02372 12 02372 13 02372 14 02372 15 02372 16 02372 17 02372 18 02372 19 02372 20 02372 21 02372 22
*SETTING	LARGE GROUP COLLEGE	02372 10
*MATERIALS	WHITTLESAY AND OTHER (REGIONAL GEOGRAPHY) IN INTRO TO GEOG. SELECTED READINGS & FOR INSTRUCTORS REFERENCE+	02372 5 02372

*LEVEL	BLANK	02372	8
*GENERAL	GENERALIST	02372	7
*HOURS	1	02372	6
*EVALUATION	THIS CAN BE TESTED BEST IN THE FINAL SECTION OF INSTRUCTION WHEREIN THE STUDENTS ARE ASKED TO REGIONALIZE PART OF THE WORLD.	02372	29
*FILE	REGIONALIZATION NODAL REGIONS + UNIFORM MULTI-FACTOR REGIONS	02372	30
		02372	31
		02372	9
		02372	
*OBJECTIVES	TO BRING THE RATHER THEORETICAL AND ABSTRACT CONCEPTS TAUGHT IN THE FIRST SECTION OF INSTRUCTION TO BEAR IN A CONCRETE PROBLEM OF GEOGRAPHICAL ANALYSIS. IN ADDITION THE PROBLEM ITSELF SHOULD PROVIDE THE STUDENTS WITH SOME UNDERSTANDING OF THE WAY IN WHICH SCHOOLS ARE LOCATED AND HOPEFULLY BEGIN VIEWING SUCH PHENOMENON IN AN OBJECTIVE MANNER WHICH WOULD INCREASE THEIR ABILITY TO FUNCTION AS EDUCATORS.	02373	25
		02373	26
		02373	27
		02373	28
		02373	29
		02373	30
		02373	31
		02373	32
*PREREQUISITE	ALL PREVIOUS INSTRUCTION	02373	33
*EXPERIENCE	FIELD STUDY IN GEOGRAPHY AS A SUMMARY OF THIS PERIOD OF INSTRUCTION THE CLASS AS A WHOLE WILL BE RESPONSIBLE FOR THE PREPARATION OF A GEOGRAPHY OF THE EDUCATIONAL FACILITIES OF THE AREA SURROUNDING THE CAMPUS.	02373	11
		02373	12
		02373	13
		02373	14
		02373	15
		02373	16
		02373	17
		02373	18
		02373	19
		02373	20
		02373	21
		02373	22
		02373	23
		02373	24
*SETTING	LARGE GROUP COMMUNITY	02373	10
*MATERIALS	[THE ROLE OF FIELD WORK] ROBERT S. PLATT, INTRO. TO GEOG: 183-186	02373	5
		02373	
*LEVEL	BLANK	02373	8
*GENERAL	GENERALIST	02373	7
*HOURS	6	02373	6
*EVALUATION	THE CLASS WILL TURN IN A FINISHED REPORT WHICH WILL BE THE BASIS OF EVALUATION. SINCE THIS IS A TEAM EFFORT, PART OF THE REPORT WILL INCLUDE A SELF-GRADED REPORT WHERE IN EACH TEAM GRADES THEMSELVES.	02373	34
		02373	35
		02373	36
		02373	37
*FILE	GEOGRAPHICAL ANALYSIS FIELD STUDY CLINICAL	02373	9
*OBJECTIVES	TO PROVIDE AN EXPERIENCE OF CORRELATING GEOGRAPHICAL DATA INTO A LARGER FRAMEWORK.	02374	23
		02374	24
*PREREQUISITE	ALL PREVIOUS INSTRUCTION	02374	25
*EXPERIENCE	EDITORIAL TEAM THE PROFESSOR SHOULD CHOOSE THIS GROUP MOST CAREFULLY IN AN ATTEMPT TO INCLUDE AT LEAST ONE PERSON WHO SHOWS LEADERSHIP ABILITY AND A GRASP OF THE SUBJECT AT HAND. OTHERS WHO MIGHT HAVE HAD EDITORIAL EXPERIENCE MIGHT FIT HERE NICELY. THE ROLE OF THIS GROUP WILL BE TO INTERPRET THE INSTRUCTIONS FOR THE FIELD PROBLEM, COORDINATE THE THREE TEAMS AND BRING THEIR REPORTS TOGETHER INTO A COMPREHENSIVE STUDY WITH AN ADEQUATE INTRODUCTION AND CONCLUSION WHICH PLACES THE ENTIRE STUDY WITHIN THE CONTEXT OF INSTRUCTION. IT WILL BE NECESSARY FOR THE INSTRUCTOR TO WORK CLOSELY WITH THIS GROUP, IN ORDER TO ASSURE ADEQUATE LEADERSHIP.	02374	11
		02374	12
		02374	13
		02374	14
		02374	15
		02374	16
		02374	17
		02374	18
		02374	19
		02374	20
		02374	21
		02374	22

*SETTING	LARGE GROUP COLLEGE	02374 10
*MATERIALS	BLANK	02374 5
*LEVEL	BLANK	02374 8
*GENERAL	GENERALIST	02374 7
*HOURS	6	02374 6
*EVALUATION	THE FINAL REPORT WILL BE THE METHOD OF EVALUATION. ALSO,	02374 26
	SINCE THE PROFESSOR WILL BE WORKING WITH THESE STUDENTS,	02374 27
	THERE SHOULD BE A SUBJECTIVE METHOD OF EVALUATION IN	02374 28
	RESPECT TO DEGREE OF PARTICIPATION, ETC,	02374 29
*FILE	GEOGRAPHICAL ANALYSIS FIELD STUDY EDITORIAL TEAM	02374 9

*OBJECTIVES	PROBIDE EXPERIENCE OF USE OF CONCEPTUAL TECHNIQUES AT THE	02375 23
	MACRO LEVEL OF GEOGRAPHIC DETERMINATION, THIS SHOULD LEAD	02375 24
	TO A FINER UNDERSTANDING OF LEVELS OF DETERMINATION AND	02375 25
	THE PROBLEMS OF EDUCATION AT A WORLD SCALE.	02375 26
*PREREQUISITE	ALL PREVIOUS INSTRUCTION	02375 27
*EXPERIENCE	MACRO LEVEL TEAM THIS TEAM SHOULD BE COMPOSED OF THOSE	02375 11
	STUDENTS ZAT LEAST ONE+ WHO HAVE SHOWN APTITUDE AT	02375 12
	CONCEPTUALIZATION OR A BROAD SCALE. THE ASSIGNMENT OF	02375 13
	THIS TEAM WILL BE TO UNDERSTAND THE BROAD QUESTIONS OF	02375 14
	LOCATION OF EDUCATION IN THE STATE UNDER CONSIDERATION.	02375 15
	SUCH AN INQUIRY WOULD INTAIL UNDERSTANDING THE	02375 16
	DISTRIBUTION. WHY IS EDUCATION LIMITED TO CERTAIN AREAS,	02375 17
	WHAT IS THE PURPOSE OF EDUCATION+ OTHER QUESTIONS OF THIS	02375 18
	BROAD NATURE MIGHT BE SUGGESTED BY THE STUDENTS.	02375 19
	THE FINAL REPORT SHOULD INCLUDE ILLUSTRATIVE MATERIAL SUCH	02375 20
	AS MAPS AS WELL AS A WRITTEN ANALYSIS AND BE INTEGRATED	02375 21
	WITH THE WORK OF OTHER TEAMS.	02375 22
*SETTING	LARGE GROUP COMMUNITY	02375 10
*MATERIALS	BLANK	02375 5
*LEVEL	BLANK	02375 8
*GENERAL	SPECIALIST	02375 7
*HOURS	6	02375 6
*EVALUATION	THE FINAL WRITTEN REPORT	02375 28
*FILE	FIELD STUDY GEOGRAPHICAL ANALYSIS MACRO TEAM	02375 9

*OBJECTIVES	PROVIDE EXPERIENCE IN THE APPLICATION OF VARIOUS MIDDLE	02376 23
	RANGE THEORIES TO EXPLAIN VARIATION IN DISTRIBUTION OF	02376 24
	EDUCATIONAL FACILITIES AT A LOCAL LEVEL.	02376 25
*PREREQUISITE	ALL PREVIOUS INSTRUCTION	02376 26
*EXPERIENCE	MESO LEVEL TEAM THIS TEAM WILL BE INSTRUSTED WITH THE	02376 11
	ANALYSIS OF THE DECISION AND FACTORS THAT HAVE LED TO THE	02376 12
	DISTRIBUTION OF EDUCATIONAL FACILITIES WITHIN THE STATE OR	02376 13
	REGION IN WHICH THE INSTRUCTION IN PRESENTED ZE. G.	02376 14
	MICHIGAN, OR THE MID-WEST+. THE DISTRIBUTION OF	02376 15
	EDUCATIONAL FACILITIES ZESPECIALLY HIGHER EDUCATION OWING	02376 16
	TO EASE OF DATA PROCURAL+ SHOULD BE STUDIED WITH THE	02376 17
	PURPOSE IN MIND OF EXPLAINING THOSE DISTRIBUTIONS BY	02376 18
	LOCATION THEORY, ENVIRONMENTAL VARIATION, CULTURAL	02376 19
	VARIATION, OR OTHER FACTORS. THE FINAL REPORT SHOULD MAKE	02376 20
	USE OF MAPS AND OTHER ILLUSTRATIVE MATERIALS, AND BE	02376 21
	INTEGRATED WITH THE WORK OF OTHER TEAMS.	02376 22
*SETTING	LARGE GROUP COMMUNITY	02376 10
*MATERIALS	BLANK	02376 5
*LEVEL	BLANK	02376 8
*GENERAL	GENERALIST	02376 7
*HOURS	6	02376 6
*EVALUATION	THE FINAL WRITTEN REPORT.	02376 27
*FILE	FIELD STUDY GEOGRAPHICAL ANALYSIS MESO LEVEL TEAM	02376 9

*OBJECTIVES	PROVIDE EXPERIENCE IN MICRO-ANALYSIS OF GEOGRAPHICAL DISTRIBUTIONS FOR THE DUAL PURPOSE OF UNDERSTANDING THE FACTORS LEADING TO LOCATION VARIATION AND TO REACH A BETTER UNDERSTANDING OF THE DISTRIBUTION OF EDUCATION FACILITIES.	02377 27 02377 28 02377 29 02377 30 02377 31
*PREREQUISITE	ALL PREVIOUS INSTRUCTION	02377 32
*EXPERIENCE	MICRO LEVEL TEAM THIS SHOULD BE THE LARGEST OF THE TEAM. ITS PURPOSE WILL BE TO UNDERSTAND THE LOCATION OF EDUCATIONAL FACILITIES WITHIN THE CITY CHOSEN, THE METHODS USED TO DO THIS WILL INCLUDE MAPPING, EXPLORATION 2FIELD INVESTIGATION AND LIBRARY RESEARCH, THE INVESTIGATION SHOULD CONVERN ITSELF WITH ITSELF WITH THE QUALITY OF EDUCATIONAL FACILITIES AS IT VARIES FROM PLACE TO PLACE WITH IN THE STUDY AREA IN AN ATTEMPT TO UNDERSTAND THE SOCIAL ANDPOLITICAL AS WELL ASGEOGRAPHIC FACTORS LEADING TO THE DISTRIBUTION, THE FINAL REPORT MIGHT BE BEST ACCOMPLISHED IF THE TEAM DIVIDES ITSELF FURTHER INTO DIFFERENTSCHOOL DISTRICTS, ETC. IF THE CLASS IS LARGE ENOUGH, ONE GROUP MIGHT BE DIRECTED TO ANALYSING THE INTERNAL STRUCTURE OF THE LOCATION OF FACILITIES ON THE COLLEGE OR UNIVERSITY CAMPUS ON WHICH THE INSTRUCTION IS BEING RECEIVED.	02377 11 02377 12 02377 13 02377 14 02377 15 02377 16 02377 17 02377 18 02377 19 02377 20 02377 21 02377 22 02377 23 02377 24 02377 25 02377 26
*SETTING	LARGE GROUP COMMUNITY	02377 10
*MATERIALS	BLANK	02377 5
*LEVEL	BLANK	02377 8
*GENERAL	GENERALIST	02377 7
*HOURS	6	02377 6
*EVALUATION	FINAL WRITTEN REPORT	02377 33
*FILE	FIELD STUDY GEOGRAPHICAL ANALYSIS MICRO LEVEL TEAM	02377 9

ANTHROPOLOGY

It is fashionable to indicate the revolutions wrought in the postwar world in terms of the significant advances achieved in various fields of endeavor due, for the most part, to the stimuli of an hypertrophied technology in the service of international conflict. Important changes in anthropological theory and practice have emanated from this general context. Specifically, since World War II the concerns of an ever increasing number of anthropologists have often tended to be those which were formerly the particular and exclusive provinces of the politician, the industrialist, and the educator. Indeed, today Education Anthropology, for example, is an ever growing sub-discipline attracting many anthropologists (and educators) who perceive the important contributions which anthropology can make to the philosophy, methodologies and strategies of teaching.

It was not always so. In earlier years "the science of man" seemed to be characterized by its almost compulsive penchant for collecting esoteric minutiae a potpourri which ran the gamut of human behavior. In fact the sheer weight of unrelated data, by and large bereft of theoretical explication, doomed the prospective student to interminable confusion and frustration. Even the professional was forced to acknowledge, from time to time, this lamentable state of affairs. It would seem fair to say that these pre-war years, then, saw the amassing of anthropological information but little in the way of coherent theory of practical application of the same. In fact, currently some professional anthropologists would maintain that the discipline is not yet at the point when it can abandon its quest for primary data. These professionals would counsel against premature theory building or misguided attempts at the use of anthropological knowledge in the approach to a modern social problem. It would seem, however, that time is not on their side. Perhaps a newer age was heralded by the formation of the Society for Applied Anthropology, an offspring of the Second World War. First viewed by many as a schism, it now occupies a legitimate "center stage" position, an

organization of professional anthropologists devoted to the rejuvenation of their field of inquiry by bringing it to bear upon the immediate and compelling challenge of modern life.

The new movement did not totally dismiss the past or relegate it to oblivion. On the contrary, previous efforts by earlier anthropologists had bequeathed an invaluable inheritance the innumerable observations of untold varieties of human behavior drawn from all corners of the globe. Professional descendants of these earlier investigators have now begun the task of casting these behaviors into meaningful and systematic form. Patterns are slowly emerging. Hypotheses are offered, and often rejected, as the panoramic view of man and his culture is pieced together and the "grand scheme", the evolution of man in society, slowly unfolds.

The "New Anthropology", then, capitalizes upon the "Old" and builds upon it. Its primary contribution is an overall perception of man in nature cast against a time span of many millenia. It is to this newer perception of man to which we will turn after briefly noting some salient features of anthropology, per se.

THE DISCIPLINE OF ANTHROPOLOGY

As a discipline anthropology can readily be distinguished from other behavioral sciences. These distinctions not only help to characterize the field but also establish its warrant of being the behavioral science embracing the most comprehensive view of Homo sapiens. Specifically, anthropology is by virtue of its:

1. Pan-Human Vision. Any human group regardless of its cultural complexity or deprivation is a legitimate focus of study. The Australian Aborigine or suburban executive enclaves are equally significant social groups in that analyses of both shed light on our species.
2. Cross-Cultural Comparison. The concern for all of mankind leads to significant cross-cultural comparison, comparison which to the anthropologist is analogous to the laboratory experiment of the natural and physical scientist. Such cross-cultural comparison allows the anthropologist to study particular social institutions

in differing cultural contexts with the purpose of noting how differing cultural milieus affect the institution and vice versa.

3. Holistic View of Man. Man is viewed as a complete, integrated organism. He is not dissected or reduced to component parts as his behaviors are recorded and analyzed. Just as anthropology seeks to understand man as a unitary, (whole) functioning organism, so it views man's cultures as totalities, recognizing the study of separate or isolated aspects thereof as leading to incomplete and distorted portrayals.
4. Concern For The Biological As Well as the Cultural Aspects of Man. The cultural and biological aspects of humanity are inextricably interrelated. No separation is possible. Indeed, insofar as man is concerned one implies and required the other.
5. Historical Perspective. Anthropology is not limited to biological and cultural dimensions of man. Anthropology is the sole repository of more than 99% of human history. By contrast, history is restricted to but a small segment of recent time. Paleontological and archaeological investigations are the primary sources of pre- and proto-historic data dealing with man.
6. Insistence on Participant Observation. Field studies characterize the anthropologist in action. His techniques are not those of the survey, interview, etc., as helpful as these may be. Rather, it is the day by day living with group to be studied that yields the holistic view of a given society. The recording of any and all behaviors over a long period of time is the goal here. Only by being a functioning member of the group can such observation and recording be complete and, more importantly, intelligible.

So much for some of the definitive characteristics of anthropology. Certainly the above list does not exhaust the methodological features or foci of research of anthropology. However, the

student should be able to derive some of the basic dimensions and extensions of the anthropological frame of reference.

Prospective teachers can benefit from some knowledge of anthropology. A basic familiarity with its data, constructs, hypotheses and theories will enhance teacher effectiveness in terms of rapport with pupils, perception of extra-and intra-school influences that bear upon educational policies and objectives, curriculum planning, community relations, teacher preparation, pupil motivation, etc. But, the teacher candidate should be warned that questions will arise, questions calling for reappraisals of some of the shibboleths and sacred cows of American education. This caveat is in order lest it be assumed that anthropology is pancea. It may very well raise more uncertainties in the mind of the student than it will put down. Yet in perspective this may constitute a positive value. The discarding of ancient myths, fantasies and fetishes is a prerequisite for the development and survival of viable educational practices. If there is any one lethal error to which educators are prone to succumb it is that which results from the denial of cultural realities. To use today's vernacular, we must "tell it like it is." To reconstruct the present and past in accordance with chimeric hopes and projections is to relinquish one's claim to sanity!

But there is a more fundamental sense in which anthropology is an appropriate interest of teachers. Both anthropologists and teachers sustain an abiding dedication to man. A community of interests should underscore the complementarity of the two. Simply, teachers cannot afford to remain oblivious to the essential nature of their species. They cannot ignore the biocultural programming of their pupils. And it is to the anthropologist that the teacher must turn for the explication of such programming. In turn, the teacher must perceive the educational implications of the anthropologist's formulations.

THE NATURE OF HUMAN NATURE

While perhaps too early to specify in definitive terms the nature of *Homo sapiens*, it is possible to delineate certain aspects of the human condition which derive from the anthropological study of man. The following discussion will highlight such aspects

in terms of biology and culture, and the interpenetration of the two. No attempt is made to present a technical discourse. Rather the general treatment which ensues should provide an adequate anthropological orientation for the prospective teacher. The experience modules which follow the discussion are intended to offer the student practical opportunities by which he may employ some anthropological techniques in gaining insight into the bio-cultural reality of man. In turn, these modules illustrate some of the observations which are outlined in the succeeding paragraphs.

I. The Age of Man. Man is a recent inhabitant of this planet insofar as geologic time is concerned. Assuming a terrestrial age of some four billion years (the earth may be much older) man has been present for less than one per cent of this total time span. If we accept the use and fabrication of tools as a singularly diagnostic index of man then we may hypothesize that man made his appearance perhaps some three million years ago. By mortal standards, of course, the origin of man is placed at most distant point on a temporal continuum.

While the species is quite new its impact upon the earth has been indelibly etched. The significance of the human species, then, is not directly correlated with its longevity though time which is a functional requirement of cultural evolution. At this point it might be germane to speculate that man might be a finite species, terminated in some future day as were some of the organisms which preceded him. Further comments will be addressed to this question.

II. Cultural Rather Than Genetic Adaptation. Man, except perhaps for the design of his foot, is a rather generalized specimen. Indeed, he is rather unimpressive from a biological standpoint. In comparison with other animals he seems to be, at best, a series of compromises-- fast but not spectacularly so; strong, but not muscled to the extent of the horse and therefore not able to expend as much energy; stereoscopic vision which is nevertheless inferior to hawks, and many other animals.

Nevertheless, this generalized being represents a radical departure from all other organisms. His survival is dependent not upon genetic programming but cultural response. His success in exploiting various ecological niches hinges upon learned behaviors, not fortuitous constellations of genes.

Thus, rather by happenstance than teleological intent the generalized dimensions of man have been instrumental in securing his survival. The concatenation of generalized traits allows for cultural solutions to environmental problems. Man, unlike all other beings, is exempt from ecological pressures which have doomed other forms of life. The future of the human species, then, is not to be determined by arbitrary and capricious assortments of genetic material in forgiving habitats; it is rather to be created by cultural systems in rational concert, impelled by humanitarian considerations to seek an ever improving quality of life.

III. Culture: Definition and Analysis Culture, rather than genes, the means of adaptation and, therefore, survival. A non-technical, general understanding of its attributes and operation is in order.

There are definitions of culture and nauseum. Saying this we would simply define culture as the sum total of behaviors, ideas, and material articles which one group of people transmits to its descendants through the process of learning. As a shorthand definition we might say one's culture is one's social heritage. In any case, it can be seen that culture is an all-inclusive term covering such diverse occurrences as the choosing of presidential candidates or the assembly line production of automobiles.

Perhaps a better way of conveying information about culture is to underscore its more characteristic attributes. Thus, culture relates to group behavior, not that of individuals.

Second, culture subsumes the total range of group behavior. The more conventional view emphasizing "the finer things in life," is misleading here.

Third, culture is learned, not genetically inherited, though each society (a group of individuals who sustain a given culture or sub-culture) which prescribed how, when and where such learning takes place.

Fourth, culture is not simply a sum total of random behaviors. Instead, culture is patterned; i. e., such cultural aspects as technology, social organization, religion, are not isolated and insulated behavior systems but interpenetrating, interrelated, interdependent; patterned.

Fifth, each culture has its peculiar or unique "flavor." Each society emphasizes certain aspects of the cultural system while minimizing others. This emphasis is termed the configuration of the society's culture; some anthropologists prefer the term focus. More usually the culture of a given society may manifest several foci or dominant themes. The reader can summon to mind those themes which appear to be most extensively elaborated in his own culture.

Sixth, culture is suffused with symbolism. To be sure in the case of language, mathematics, etc. this is obvious. What is less clear but more important is the symbolic content of most behaviors such that their manifest actions are of less significance than what these actions symbolize. Handshakes imply more than the contact of right hands! On this basis some would assert then that culture is both implicit and explicit.

Seventh, every culture specifies behavior along a continuum of permissiveness. That is, there is a greater or lesser range of performance of a given behavior so that rigid prescriptive or proscriptive rules are seldom the case. Similarly cultures provide acceptable options for unacceptable behavior. In England, for example, criminals "play the game" by not carrying firearms. A national disaster ensues when a criminal shoots to death the unarmed policeman on the beat. This not an acceptable option. (In America it is very likely that "white collar crime" is another example of an acceptable option.)

Eighth, cultures in their entirety are not equally available to observation and study. Overt aspects are easily perceived; covert aspects are often exposed only after lengthy and skilled questioning. Values, attitudes, motivations, etc. usually fall into the latter category.

Ninth, culture is to be viewed as dichotomous in terms of what people actually do and what they say they do. This distinction is often termed that of the real vs. ideal culture; "liberty and justice for all" vs. ghetto encapsulation.

Tenth, culture is not static, though rates of change may sometimes be so inconspicuous and slow as to prohibit verification.

Cultural change, or evolution, occurring from the vantage point of history, appears to proceed at ever accelerating rates and may occur because of contact from without or innovation from within. In turn this means increasingly frequent readaptations to the environment, for the most part resulting in ever more independence of habitational influences but increasingly complex overall environmental (biocultural) accommodations. Among more sophisticated peoples elaborate cultural mechanisms have been evolved to deal with basic biological needs. In addition, individuals in such societies manifest greater opportunity for leisure activities for more comprehensive involvement with each other.

At ever more highly evolved levels of adaptation the merging or blending of the biological and the cultural is blurred. No event is purely one or the other. On the other hand those who want to assume the nonexistence of biological components in highly evolved multifaceted cultural systems are treading on dangerous ground. No cultural system can be viable if it denies the biological constituents of its bearers. In sum, the most technologically advanced culture is vulnerable in spite of its energy potentials if it countenances terrestrial and atmospheric pollution.

As might be anticipated, cultural change is not an unmixed blessing. Change rates vary among various aspects of culture. Generally the technological change rate exceeds that of social structure. In such instances such aspects of culture are "out of synchronization." This phenomenon is termed cultural lag, a condition threatening a sizeable sample of humanity. Such a condition precludes satisfactory articulation of cultural elements. Cultural integration becomes progressively more difficult to maintain. Cultures so affected may be literally said to be "falling apart!"

There is another sense in which cultural change, so necessary to continuing adaptational equilibrium, may augur ill for those who are passive, unwitting witnesses for many, change is bewildering without meaning or explanation. In such cases individuals are quick to answer that they are no longer "with it." Individuals who experience feelings of this sort are regarded as alienated, disaffected. These feelings are not solely the result of change, of course. Even relatively stable cultures possess certain individuals who never become committed to the values their culture

perpetuates. They too are not "with it;" they are also to be numbered among the alienated. The degree of alienation in a particular society is an index of the probability that the society is moribund.

So much for the attributes of culture. Certainly by now the prospective teacher has recognized that education is one aspect of culture. As such it is integrated with other aspects of our cultural system. Moreover, the imaginative reader cannot help but realize the great degree to which his culture has made the teacher a primary agent of cultural transmission and innovation, a key figure in the continuing biocultural adaptation of the society.

A primary objective of this selection, then, is to make the relationship of education to the overall cultural context manifest. Education is not undertaken in a self-contained vacuum. It is not an exaggeration to say that the teacher would do well to make his culture a primary and continuing subject of study, with professional education relegated to secondary concern. For the success of the latter, whatever form that may take, is predicated on the assumptions and values of the former.

Accordingly, the Experience Modules which follow are designed to first acquaint the student with certain dimensions of cultural systems, particularly those whose influence upon education is substantial. In some instances the foci of certain modules are other than Western Civilization when it was felt obvious contrasts would enhance the effect of the module. In any event the student can draw significant inferences from these modules, inferences which directly relate to his developing career.

By and large, in the manner of the anthropologist, these modules stress observation and recording of data. Participation in designated cultural systems is required. Some readings are involved. The suggested films also require observation and analysis as their respective modules direct. In every case the student should be able to abstract valuable insights from cultural phenomena which have definite bearings on education.

In effect the modules constitute a series of behavioral probes into culture with the goal of providing data which allows

the teacher to effect a more satisfactory adaptation with contemporary cultural realities.

Time allowance for the total sequence of modules is estimated to be about 24 hours though more ambitious students will expend more time. The order of modules as presented is, for the most part, arbitrary.

*OBJECTIVES	FIRST, THE FILM IS A MEANS OF CREATING CULTURESHOCK, THE AWARENESS OF CULTURE ADAPTATIONS SIGNIFICANTLY DIFFERENT FROM OUR OWN. ALSO TO INDICATE THE INFORMAL NATURE OF EDUCATION CARRIED ON IN FAMILY GROUPS WHICH AIMS TO PASS ON SURVIVAL TECHNIQUES OF NOMADIC FORAGERS IN INHOSPITABLE HABITATS.	02378 12 02378 13 02378 14 02378 15 02378 16 02378 17
*PREREQUISITE	THE OBJECTIVITY NECESSARY TO RECOGNIZE THE INGENUITY OF THESE PEOPLE WHO HAVE EFFECTED A SUCCESSFUL ADAPTATION TO A GRIM HABITAT.	02378 18 02378 19 02378 20
*EXPERIENCE	VIEW THE FILM (THE HUNTERS).	02378 11
*SETTING	SMALL GROUP +1-12 STUDENTS+ COLLEGE	02378 10
*MATERIALS	THE FILM MENTIONED ABOVE IS AVAILABLE FROM SEVERAL SOURCES, ONE IS BUREAU OF AUDIO-VISUAL INSTRUCTION, UNIVERSITY OF WISCONSIN, UNIVERSITY EXTENSION, P. O. BOX 2093 MADISON, WISCONSIN 53701.	02378 5 02378 02378 02378
*LEVEL	ALL GRADES	02378 8
*GENERAL	ALL CANDIDATES	02378 7
*HOURS	1 1/2	02378 6
*EVALUATION	THE RECOGNITION OF THE LIMITATIONS OF HABITAT ON CULTURAL EVOLUTION. THE STUDENT SHOULD BE ABLE TO SEE THAT WHEN MOST OF THE ENERGIES OF A SOCIAL GROUP ARE EXPENDED IN PURSUIT OF FOOD THERE IS LITTLE LEFT FOR OTHER PURSUITS. CONVERSELY, OUR AFFLUENT SOCIETY CAN SUPPORT A MOST DIVERSE SYSTEM OF FORMAL EDUCATION. THE SIGNIFICANT OF THE BUSHMEN MOST FOCUS ON BIOLOGICAL SURVIVAL FAMILITES ARE CHARGED WITH THE TRANSMISSION OF SUCH LEARNINGS.	02378 21 02378 22 02378 23 02378 24 02378 25 02378 26 02378 27 02378 28
*FILE	FORAGING SURVIVAL FAMILY	02378 9

*OBJECTIVES	TO GIVE THE STUDENT AN (INSIDE) VIEW OF THE ENCULTURATION & EDUCATION+ OF A TURKISH CHILD, A PROCESS SUPPORTED BY THE WHOLE COMMUNITY. IN THIS PROCESS THE ELDERS, UNLIKE OUR SOCIETY, PLAY KEY ROLES. ON THE OTHER HAND, THE NEW SCHOOL IS AN INTRUDING ARM OF A DISTANT GOVERNMENT, AN INTRUSION THREATENING A PRESANT VILLAGE.	02379 12 02379 13 02379 14 02379 15 02379 16 02379 17
*PREREQUISITE	READING ABILITY AND CONCENTRATION,	02379 18
*EXPERIENCE	READ: LIFE IN A TURKISH VILLAGE BY JOE E. PIERCE	02379 11
*SETTING	INDEPENDENT COLLEGE	02379 10
*MATERIALS	LIFE IN A TURKISH VILLAGE BY JOE E PIERCE, HOLT, RINEHART AND WINSTON +NEW YORK+. THIS CAN BE FOUND IN MOST COLLEGE BOOK STORES OR LIBRARIES.	02379 5 02379
*LEVEL	ALL GRADES	02379 8
*GENERAL	ALL CANDIDATES	02379 7
*HOURS	2	02379 6
*EVALUATION	STUDENT SHOULD PRECEIVE THE STRONG KIN AND COMMUNAL RELATIONSHIPS WHICH HAVE PREVAILED FOR MANY YEARS AND WHICH HAVE RENDERED HEALTHY SUPPORT IN THE EDUCATION OF THE CHILD. SUCH SUPPORT WAS MADE THE TRANSITION TO ADULTHOOD RELATIVELY SMOOTH. THE ABSENCE OF SUCH SUPPORTS IN OUR PLURALISTIC INDUSTRIAL SOCIETY SHOULD BE NOTED. THE NEGATION OF THE IMPORTANCE OF ELDERS IN AMERICA IS SIGNIFICANT BOTH TO EDUCATION AND THE SOCIETY AT LARGE. THE CONTRASTS TO AMERICAN ADOLESCENTS CAN EASILY BE SEEN.	02379 19 02379 20 02379 21 02379 22 02379 23 02379 24 02379 25 02379 26 02379 17
*FILE	PEASANTS VILAGE COMMUNITY	02379 9

*OBJECTIVES	TO CLARIFY THE ESSENTIAL DIFFERENCES WHICH DISTINGUISH THE TWO ORGANIZATIONS; TO NOTE THE AMBIVALENCE OF EACH OF THESE ORGANIZATIONS IN REGARD TO THE OTHERS POSITIONS.	02380 13 02380 14 02380 15
*PREREQUISITE	BEING A GOOD LISTENER	02380 16
*EXPERIENCE	CONDUCT SHORT 2HALF HOUR AT MOST, INTERVIEWS WITH REPRESENTATIVES OR OFFICERS OF THE NEA AND AFT.	02380 11 02380 12
*SETTING	INDEPENDENT COMMUNITY	02380 10
*MATERIALS	BLANK	02380 5
*LEVEL	ALL GRADES	02380 8
*GENERAL	ALL CANDIDATES	02380 7
*HOURS	1	02380 6
*EVALUATION	STUDENT SHOULD UNDERSTAND THE TWO VIEWS AS TO THE ROLE OF THE TEACHER IN THIS SOCIETY AND THAT THE SOCIETY'S IMAGE OF THE TEACHER WILL BE LARGELY DETERMINED BY THE IMAGE THE TEACHER HAS OF HIMSELF. IN TURN, WHAT THE TEACHER MAY HOPE TO ACCOMPLISH IS DEPENDENT UPON THE SOCIETY'S IMAGE OF HIM. WHAT IS THE LONG RUN EFFECT OF TEACHER STRIKES ON EDUCATIONAL PROCESSES?	02380 17 02380 18 02380 19 02380 20 02380 21 02380 22 02380 23
*FILE	ROLE OF TEACHER, PROFESSION UNION	02380 9

*OBJECTIVES	TO HAVE THE STUDENT BECOME SENSITIVE TO THE ROLE OF MASS MEDIA IN SHAPING AMERICAN TASTES AND PREFERENCES BY UTILIZING VARIOUS TECHNIQUES OF PERSUASION.	02381 15 02381 16 02381 17
*PREREQUISITE	NONE OTHER THAN THE ABILITY TO (SEE THROUGH) AD WRITERS.	02381 18
*EXPERIENCE	CHOOSE ONE OF THE MORE WIDELY CIRCULATED MAGAZINES OR NEWSPAPER, CLASSIFY ITS ADVERTISEMENTS IN TERMS OF 21, THE KINDS OF PRODUCTS OR ITEMS PROMOTED, AND 22, THE VALUES, EMOTIONS, PRESTIGES, ETC. BEING APPEALED TO.	02381 11 02381 12 02381 13 02381 14
*SETTING	INDEPENDENT COLLEGE	02381 10
*MATERIALS	ANY LARGELY CIRCULATED MAGAZINE OR NEWSPAPER WHICH FEATURES A SIZEABLE NUMBER OF ADVERTISEMENTS.	02381 5 02381
*LEVEL	ALL GRADES	02381 8
*GENERAL	ALL CANDIDATES	02381 7
*HOURS	1	02381 6
(EVALUATION	THE STUDENT'S ABILITY TO RECOGNIZE THAT EDUCATION MAY OFTEN 2AND SHOULD, BE AT ODDS WITH THE VALUES AND DIRECTIONS OF THE LARGER SOCIETY AND THAT IN THE COMPETITION BETWEEN THE TWO THE STUDENT CLEARLY SUFFERS AND THE TEACHER USUALLY COMES OUT SECOND BEST.	02381 19 02381 20 02381 21 02381 22 02381 23
*FILE	VALUES CONTRADICTIONS MASS MEDIA	02381 9

OBJECTIVES	TO UNDERSCORE THE FACT THAT GOVERNMENTAL DECISIONS HAVE GREAT IMPLICATION FOR EDUCATIONAL PRACTICES, THAT NON-EDUCATIONAL AGENCIES OR INSTITUTIONS DO HAVE GREAT INFLUENCE IN EDUCATIONAL DECISIONS.	02382 21 02382 22 02382 23 02382 24 02382 25
*PREREQUISITE	BLANK	02382 25
*EXPERIENCE	IN ANY NUMBER OF RECENT NEWSPAPERS AND NEWS MAGAZINES MENTION HAS BEEN MADE OF A GUARANTEED ANNUAL WAGE OR NEGATIVE INCOME TAX. THESE PROPOSALS ARE OFTEN IN CONTEXT WITH SUGGESTIONS FOR A CONSTITUTIONAL AMENDMENT TO GUARANTEE EVERY AMERICAN, WHETHER HE WORKS OR NOT, A MINIMUM ANNUAL WAGE. THE STUDENT SHOULD READ ENOUGH OF THESE NEW ITEMS TO GAIN AT LEAST A SUPERFICIAL UNDERSTANDING OF THE IMPLICATIONS OF SUCH PROPOSALS. IN SOME INSTANCES THE READING OF A SINGLE COMPREHENSIVE ARTICLE WILL SUFFICE.	02382 11 02382 12 02382 13 02382 14 02382 15 02382 16 02382 17 02382 18 02382 19 02382 20
*SETTING	INDEPENDENT COLLEGE	02382 10
*MATERIALS	RECENT NEWSPAPERS AND MAGAZINES.	02382 5
*LEVEL	ALL GRADES	02382 8
*GENERAL	ALL CANDIDATES	02382 7
*HOURS	1	02382 6
*EVALUATION	STUDENT SHOULD BE ABLE TO DISCERN AT LEAST SOME OF THE IMPLICATIONS OF SUCH PROPOSALS. A REDIRECTION OF AMERICAN EDUCATION WOULD BE REQUIRED WHEREBY EARLIER VALUES OF HARD WORK > THE TOTAL PROTESTANT ETHIC PERHAPS, WOULD HAVE TO BE DISCARDED IN FAVOR OF LEISURE > NOT WORKING, AND AN EVER INCREASING GOVERNMENT DOLE. WHAT IS AN APPROPRIATE EDUCATION FOR A SOCIETY BASED ON LEISURE.	02382 26 02382 27 02382 28 02382 29 02382 30 02382 31 02382 32
*FILE	LEISURE GOVERNMENT VALUE	02382 9

*OBJECTIVES	AGAIN, A FILM WHICH WILL PRODUCE CULTURE SHOCK. HOWEVER, THE MAIN PURPOSE IN VIEWING IT IS TO NOT HOW THE MAJORITY OF THE DANI PEOPLES TIME AND ENERGY IS DEVOTED TO WARFARE AND REVENGE, A BASIC THEM OR CONFIGURATION IN THEIR CULTURE. OTHER CONCERNS ARE SUBORDINATED TO THESE ENDS. PEOPLE ARE EDUCATED TO WAR COMMENCING AT AN EARLY AGE.	02383 12 02383 13 02383 14 02383 15 02383 16 02383 17
*PREREQUISITE	OBJECTIVITY, THE PUTTING ASIDE OF PREJUDICES AND PREVIOUS ASSUMPTIONS.	02383 18 02383 19
*EXPERIENCE	VIEW THE FILM (DEAD BIRDS).	02383 11
*SETTING	SMALL GROUP > 12 STUDENTS, COLLEGE	02383 10
*MATERIALS	THE FILM MENTIONED ABOVE IS AVAILABLE FROM SEVERAL SOURCES, ONE IS THE BUREAU OF AUDIO-VISUAL INSTRUCTION, UNIVERSITY OF WISCONSIN, UNIVERSITY EXTENSION, P. O. BOX 2093, MADISON, WISCONSIN 53701.	02383 05 02383 02383
*LEVEL	ALL GRADES	02383 8
*GENERAL	ALL CANDIDATES	02383 7
*HOURS	1 1/2	02383 6
*EVALUATION	THE TEACHER CANDIDATE SHOULD NOTE THAT THE MAIN THRUST OF A SOCIETY LARGELY DETERMINE THE DIRECTION OF SUBSIDIARY INSTITUTIONS. WARFARE IS INSTITUTIONALIZED AMONG THE DANI. WHAT OF AMERICA WHAT OF OUR WARFARE STATE? NDEA FUNDS, DRAFT DEFERMENTS AND THE PRODUCTION OF TECHNOLOGISTS WHO CREATE THE ENGINES OF WAR ARE MAJOR	02383 20 02383 21 02383 22 02383 23 02383 24 02383 25

	COMMITMENTS OF THE AMERICAN EDUCATIONAL SYSTEM, AND WHAT	02383	26
	OF THE TEACHER WHO QUESTIONS THE POLICIES OF THE DEFENSE	02383	27
	ESTABLISHMENT	02383	28
*FILE	CONFIGURATION WARFARE REVENGE	02383	9
*OBJECTIVES	TO MAKE KNOWN TO TEACHER TRAINEES THE PRIMARY	02384	15
	CONSIDERATIONS OF SUCH CONTROLLING BODIES AS EXPRESSED	02384	16
	DURING THEIR MEETINGS.	02384	17
*PREREQUISITE	UNOBTRUSIVE PRESENCE.	02384	18
*EXPERIENCE	ATTEND A PUBLIC MEETING OF A SCHOOL BOARD, COUNTY SCHOOL	02384	11
	COMMITTEE OR ANY OTHER BODY CHARGED BY LAW WITH THE	02384	12
	CONTROL AND ADMINISTRATION OF PUBLIC SCHOOLS, IN GENERAL	02384	13
	TERMS RECORD THE MAJOR CONCERNS OF THE MEETING.	02384	14
*SETTING	INDEPENDENT COMMUNITY	02384	10
*MATERIALS	NONE	02384	5
*LEVEL	ALL GRADES	02384	8
*GENERAL	ALL CANDIDATES	02384	7
*HOURS	1 1/2	02384	6
*EVALUATION	STUDENT SHOULD LEARN FROM SUCH AN EXPERIENCE THE DEGREE OF	02384	19
	CONTROL EXERCISED BY LAYMEN OVER HIS PROFESSION. HE	02384	20
	SHOULD ALSO BE ABLE TO RECOGNIZE THE GREAT DEGREE OF	02384	21
	DIVERGENCE BETWEEN THE PRACTICAL [BRICKS AND MORTAR]	02384	22
	INTERESTS OF THE BOARD AND HIS OWN PROFESSIONAL	02384	23
	COMMITMENTS, THE LIMITS PLACED ON THE PRACTICE OF HIS	02384	24
	PROFESSION BY ADMINISTRATIVE COUNCILS IS ONE REALITY THE	02384	25
	TEACHER MUST LEARN TO CONFRONT.	02384	26
*FILE	ADMINISTRATION CONTROL LAYMEN	02384	9
*OBJECTIVES	TO INDICATE HOW UNINTENDED RESULTS EMANATE FROM THE BEST	02385	15
	OF INTENTIONS; CULTURAL RUIN FOLLOWS THE INTRODUCTION OF	02385	16
	STEEL AXES.	02385	17
*PREREQUISITE	NONE	02385	18
*EXPERIENCE	READ: [STEEL AXES FOR STONE AGE AUSTRALIANS; IN HUMAN	02385	11
	PROBLEMS IN TECHNOLOGICAL CHANGE: A CASEBOOK,	02385	12
	ED. EDWARD H. SPICER, RUSSELL SAGE FOUNDATION, 1952,	02385	13
	NEW YORK.	02385	14
*MATERIALS	THE ABOVE LISTED BOOK OR ANY ONE OF SEVERAL COLLECTIONS OF	02385	5
	READINGS IN ANTHROPOLOGY SUCH AS COHEN'S MAN IN	02385	
	ADAPTATION: THE CULTURAL PRESENT, ALDINE, 1968, CHICAGO.	02385	
*SETTING	INDEPENDENT COLLEGE	02385	10
*LEVEL	ALL GRADES	02385	8
*GENERAL	ALL CANDIDATES	02385	7
*HOURS	1/2	02385	6
*EVALUATION	THE STUDENT SHOULD BE ABLE TO SEE THE RELEVANCE OF THIS	02385	19
	SELECTION IN TERMS OF HIS OWN ATTEMPTS TO INNOVATE WITHIN	02385	20
	HIS OWN CLASSROOM OR THE POSSIBLE EFFECTS OF EDUCATIONAL	02385	21
	CHANGE ON LARGE SCALE. HE SHOULD BE ABLE TO PERCEIVE	02385	22
	UNTOWARD RESULTS OF EVEN THE MOST CAREFULLY LAID	02385	23
	EDUCATIONAL AND/OR POLITICAL DECISIONS.	02385	24
*FILE	CHANGE INNOVATION ALIENATION	02385	9
*OBJECTIVES	TO LEARN THE ROLE OF EDUCATION IN OTHER COUNTRIES WHERE IT	02386	15
	IS VIEWED AS ONE OF THE PRIMARY VEHICLES FOR ACHIEVING	02386	16
	NATIONHOOD, MODERN STATUS OR DESIRED CHANGE. EQUALLY, IT	02386	17
	SHOULD BE NOTED WHERE THE RESPONDENT FEELS IT HAS NOT	02386	18
	FULFILLED ITS EXPECTED ROLE.	02386	19
*PREREQUISITE	PATIENCE.	02386	20
*EXPERIENCE	INTERVIEW A FOREIGN STUDENT, PREFERABLY NOT OF WESTERN	02386	11

	CIVILIZATION. KEEP THE INTERVIEW FAIRLY INSTRUCTURED BUT	02386 12
	ATTEMPT TO ELICIT COMMENTS AS TO THE FUNCTION OR ROLE OF	02386 13
	EDUCATION IN HIS COUNTRY.	02386 14
*SETTING	INDEPENDENT COMMUNITY	02386 10
*MATERIALS	NONE	02386 5
*LEVEL	ALL GRADES	02386 8
*GENERAL	ALL CANDIDATES	02386 7
*HOURS	1	02386 6
*EVALUATION	STUDENT SHOULD RECOGNIZE THE VARIOUS NATIONAL PURPOSES TO	02386 21
	WHICH EDUCATION IS PUT AS WELL AS ITS FAILURES IN PURSUIT	02386 22
	OF SUCH GOALS. THE INERTIA OF OTHER ASPECTS OF CULTURE	02386 23
	SHOULD BE NOTED IN ACCOUNTING FOR FAILURE. STUDENT	02386 24
	SHOULD BE ABLE TO FORMULATE A TENTATIVE NATIONAL GOAL FOR	02386 25
	EDUCATION IN THIS COUNTRY. IS IT FEASIBLE IN LIGHT OF	02386 26
	VARIOUS ASPECTS OF OUR CULTURE WHICH ARE INTEGRATED WITH	02386 27
	EDUCATION.	02386 28
*FILE	MODERNIZATION NATIONALISM CHANGE	02386 9
*OBJECTIVES	TO UNDERSTAND WHAT BRINGS ABOUT THE DISAFFECTION OF	02387 19
	SIGNIFICANT NUMBERS OF STUDENTS AND WHAT THEY PROPOSE TO	02387 20
	DO TO ALLEVIATE THE SITUATION.	02387 21
*PREREQUISITE	COURAGE AND PERSISTENCE.	02387 22
*EXPERIENCE	JOIN AN ACTIVIST STUDENT ORGANIZATION. STUDENTS FOR A	02387 11
	DEMOCRATIC SOCIETY. FOR EXAMPLE THOUGH A SIMILAR GROUP	02387 12
	WILL DO. DETERMINE WHAT THE GOALS OF THE ORGANIZATION	02387 13
	HAPPEN TO BE. HOW IS THE ORGANIZATION RELATED TO THE	02387 14
	LARGER SOCIETY. WHAT ARE THE STRATEGIES USED BY THE	02387 15
	ORGANIZATION TO PROMOTE THE ACHIEVING OF ITS GOALS.	02387 16
	ATTENDANCE AT SEVERAL OF ITS MEETINGS AND PARTICIPATION	02387 17
	IN SOME OF ITS ACTIVITIES IS IMPLIED.	02387 18
*SETTING	INDEPENDENT COMMUNITY	02387 10
*MATERIALS	NONE	02387 5
*LEVEL	ALL GRADES	02387 8
*GENERAL	ALL CANDIDATES	02387 7
*HOURS	3-4	02387 6
*EVALUATION	STUDENT SHOULD RECOGNIZE THAT A GREAT DEAL OF THE PROTEST	02387 23
	IN OUR SOCIETY IS TO BE LAID AT THE FEET OF AN OBSOLETE	02387 24
	EDUCATIONAL SYSTEM, ONE OBLIVIOUS TO THE REAL NEEDS OF	02387 25
	PUPILS, IN LEAGUE, WITH OR PART OF THE ESTABLISHMENT,	02387 26
	SCHEMING TO MAINTAIN STATUS QUO. HOW WOULD THE STUDENT	02387 27
	ANSWER THE CHARGE THAT SCHOOLS ARE NOT EDUCATIONAL	02387 28
	INSTITUTIONS BUT AGENCIES WHICH ALLOCATE THE HUMAN	02387 29
	RESOURCES OF THE SOCIETY.	02387 30
*FILE	PROTEST ALIENATION NONCONFORMITY	02387 9
*OBJECTIVES	TO LEARN FROM DIRECT OBSERVATION AND PARTICIPATION WHAT	02388 14
	PTA MEMBERS BELIEVE TO BE THEIR LEGITIMATE ROLE IN	02388 15
	RELATION TO THE SCHOOL.	02388 16
*PREREQUISITE	NONE	02388 17
*EXPERIENCE	ATTEND A PTA MEETING. QUERY PARENTS AS TO WHAT THEY	02388 11
	EXPECT OF THEIR TEACHERS AND SCHOOL, HOW DO PARENTS VIEW	02388 12
	THE ROLE OF THE PTA.	02388 13
*SETTING	INDEPENDENT COMMUNITY	02388 10
*MATERIALS	NONE	02388 5
*LEVEL	ALL GRADES	02388 8
*GENERAL	ALL CANDIDATES	02388 7
*HOURS	1 1/2	02388 6
*EVALUATION	STUDENT SHOULD KNOW THE GOALS OF ONE OF THE MORE OBVIOUS	02388 18
	PRESSURE GROUPS, IN ADDITION, HE SHOULD RECOGNIZE THE	02388 19

	MANNER IN WHICH MANY PARENTS ABDICATE PARENTAL RESPONSIBILITIES WHILE AT THE SAME TIME PUSHING THE SCHOOL TO ACT AS PARENT SURROGATE IN THE INCUCLCATION OF PARENTAL VALUES, ETC.	02388 20 02388 21 02388 22 02388 23
*FILE	PARENTS PTA PRESSURE GROUP	02388 9
*OBJECTIVES	TO LEARN OF THE BIRCH SOCIETY INTERPRETATION OF HISTORY AND THE ROLE PLAYED BY SCHOOLS IN THAT HISTORY. TO UNDERSTAND THE WAYS IN WHICH BIRCH MEMBERS HOPE TO REMEDY WHAT THEY BELIEVE TO BE A DEPLORABLE SITUATION.	02389 14 02389 15 02389 16 02389 17
*PREREQUISITE	NONE	02389 18
*EXPERIENCE	ATTEND A JOHN BIRCH SOCIETY MEETING, BECOME A MEMBER IF THAT IS FEASIBLE. WHAT ARE ITS GOALS AND MEANS OF ATTAINING THEM? FOR WHAT PURPOSE DOES THE SOCIETY EXIST?	02389 11 02389 12 02389 13
*SETTING	INDEPENDENT COMMUNITY	02389 10
*MATERIALS	NONE	02389 5
*LEVEL	ALL GRADES	02389 8
*GENERAL	ALL CANDIDATES	02389 7
*HOURS	2	02389 6
*EVALUATION	TEACHER TRAINEES SHOULD KNOW THE BIRCH VIEW THAT SCHOOLS AND EDUCATORS GENERALLY HAVE BEEN WILLING OR DUPED MEMBERS OF THE [COMMUNIST CONSPIRACY] AND HAVE THUS PLAYED A MAJOR ROLE IN DIVESTING AMERICA OF ITS CHERISHED VALUES AND RIGHTS. THE BIRCH GOAL OF GAINING CONTROL OF LOCAL SCHOOL BOARDS SHOULD BE UNDERScoreD.	02389 19 02389 20 02389 21 02389 22 02389 23
*FILE	REACTIONARIES PRESSURE GROUP CONSPIRACY	02389 24 02389 9
*OBJECTIVES	PROVIDE THE STUDENT WITH A TIME PERSPECTIVE NOT GAINED FROM WRITTEN ACCOUNTS. THIS IS A GRAPHIC WAY TO PORTRAY CULTURAL EVOLUTION OR CHANGE.	02390 18 02390 19 02390 20
*PREREQUISITE	NONE	02390 21
*EXPERIENCE	VIEW AN OLD MOVIE ON TELEVISION, ONE PREFERABLY FROM THE 30Ss, NOTE THE PLOT, THE [PROBLEMS] POSED IN THE MOVIE, THE SOLUTIONS OFFERED TO SUCH PROBLEMS, AND THE MAJOR DISTINCTIONS OF THE LIFE OF THIS COUNTRY AS PORTRAYED AT THAT TIME AND THAT WHICH EXISTS TODAY. THOUGH OFTEN DISTORTED MOVIES, IF CAREFULLY VIEWED, PROVIDE OPPORTUNITIES TO GAIN VALUABLE INSIGHTS INTO BYGONE DAYS.	02390 11 02390 12 02390 13 02390 14 02390 15 02390 16 02390 17
*SETTING	INDEPENDENT COLLEGE	02390 10
*MATERIALS	ACCESS TO A TELEVISION SET.	02390 5
*LEVEL	ALL GRADES	02390 8
*GENERAL	ALL CANDIDATES	02390 7
*HOURS	1 1/2	02390 6
*EVALUATION	STUDENT SHOULD RECOGNIZE THE VAST CHANGES OCCURING OVER THE TIME SPAN INVOLVED AND SHOULD INQUIRE INTO AND DETERMINE WHAT ROLE EDUCATION PLAYED IN SUCH CHANGE. WHAT INNOVATIONS IN EDUCATION WERE SPAWNED BY THE NEW DEAL FOR EXAMPLE, WHAT DID THE DEPRESSION MEAN IN TERMS OF SCHOOL ENROLLMENTS, AND THE GANG WARS OF THE TIME. TO PROJECT INTO THE FUTURE, WHAT ROLE MUST EDUCATION PLAY TODAY IN REGARD TO PRESENT PROBLEMS AND CHANGE OF DIRECTION REQUIRED.	02390 22 02390 23 02390 24 02390 25 02390 26 02390 27 02390 28 02390 29
*FILE	PAST CHANGE CULTURAL EVOLUTION	02390 30 02390 9
*OBJECTIVES	TO CAST IN BOLD RELIEF THE VARIOUS VALUES AND OPINIONS OF EDUCATION HELD BY DIVERSE COLLECTIONS OF PEOPLE.	02391 20 02391 21
*PREREQUISITE	PATIENCE.	02391 22
*EXPERIENCE	CONDUCT A SERIES OF INTERVIEWS WITH PARENTS, AND	02391 11

	SEPARATELY CHILDREN, OF SEVERAL SOCIO-ECONOMIC CLASSES AND	02391	12
	ETHNIC GROUPS; DETERMINE THE EDUCATIONAL VALUES EACH	02391	13
	GROUP HAS, WHAT VALUE, IF ANY, IS PLACED ON FORMAL	02391	14
	EDUCATION^ WHAT ARE THE EDUCATIONAL GOALS OF EACH GROUP^	02391	15
	ARRANGE YOUR INTERVIEWING SO THAT AT LEAST TWO CLASSES AND	02391	16
	TWO ETHNIC GROUPS ARE REPRESENTED, WITH AN OPTIMUM NUMBER	02391	17
	OF, SAY, 12 PEOPLE BEING CONTACTED. ARE THERE AGE AND/OR	02391	18
	SEX DIFFERENCES^	02391	19
*SETTING	INDEPENDENT COMMUNITY	02391	10
*MATERIALS	TRANSPORTATION TO SUCH GROUPS MAY HAVE TO BE ARRANGED	02391	5
*LEVEL	ALL GRADES	02391	8
*GENERAL	ALL CANDIDATES	02391	7
*HOURS	4	02391	6
*EVALUATION	THE STUDENT SHOULD HAVE NO DIFFICULTY IN FORMULATING A	02391	23
	SERIES OF INDICTMENTS OF TODAYSS HOMOGENIZED EDUCATION	02391	24
	WHICH EMBRACES MIDDLE CLASS VALUES AND WASP VIRTUES. WHAT	02391	25
	ARE THE COMPELLING REASONS FOR DRASTICALLY REVISING	02391	26
	AMERICAN EDUCATIONAL PHILOSOPHY AND PRACTICE^	02391	27
*FILE	PLURALISM HETEROGENEITY VARIATION	02391	9

GENERAL-LIBERAL EDUCATION

SOCIAL SCIENCE

INTRODUCTION TO SOCIOLOGY

PURPOSE

The purpose of this part of the program is to provide students with a brief introduction to the field of Sociology. It is assumed that most students have not been exposed to the scientific examination of society and have had little or no experience questioning their immediate social milieu in other than value or psychological terms. This segment of the program, then, attempts to sensitize students to the elements of scientific inquiry and provide them with a set of concepts for the reorganization of some of their sense data. Interwoven with the concepts is the empirical investigation of social processes; students should come away from this program segment with an appreciation of the research process and the utilization of data for reaching sound conclusions.

DESCRIPTION

This segment of the program begins with a brief statement of the nature of science and then shows how the study of society can be included within the realm of scientific investigation. Some of the handicaps of studying society are discussed as students become aware of the relationship between science and society. The tools of the sociologist are discussed with special emphasis on observation, interviews and experimentation. Although the latter is not elaborated beyond discussion, students are provided with opportunities to observe others in interaction and then construct a brief interview based upon their observations. Data gathered from the administration of the interview are continually used throughout the segment to illustrate the concepts presented.

The students are introduced to such concepts as status and role, norms and sanctions, culture and society. One central

focal point for these concepts is the examination of the group and its social relationships. Thus, the concepts are treated as processes operative within the group setting. Substantive examples are based upon the data gathered in the small study mentioned above, and also drawn from readings on the family, friendship and work groups.

Toward the end of this segment of the program, students are introduced to larger social processes such as stratification, social change, the urbanization. These larger social processes are examined in the context of the framework developed in the first part of the program segment, i.e., overlapping small groups constituting the larger units of society. Students are made aware of sociological analysis of social problems by discussions of ethnic and racial relations (included in stratification), bureaucratization and power (included in organization) and over-population (included in urbanization). Thus, the later sections are actually multifaceted, introducing students to substantive material, ways of examining social phenomena, and awareness of social problems.

RATIONALE

It is important for students to acquire a basic understanding of social processes in order that they obtain more adequate understanding of the world in which they live. The American system is basically a psychological one in which social phenomena are explained in terms of the individual and his capacity to attain his goals by shaping his environment. Social constraints upon behavior are seldom considered as explanations or mediating factors. However, as we have become more sophisticated and have gathered new data and insights into our social world, the emergence of social variables has become more apparent. Many of today's social problems are clearly understandable from a sociological perspective rather than from an individualistic orientation.

UNIQUE APPROACHES

While this segment of the program actually employs few new techniques in the teaching of Sociology, it does stress the

interplay of substance and empirical research. The approach employed attempts to concretize concepts by providing data for students to manipulate and see their variability.

The modules described in this segment of the program should be completed in approximately 25 hours of work. Some students will require more time if their reading skills are under average.

Other than the usual reading materials described in the modules, only a middle school willing to cooperate in a small research project is required for the segment of the program described herein.

*OBJECTIVES	TO TEACH STUDENTS ABOUT DIFFERENT WAYS OF GATHERING KNOWLEDGE ABOUT THE SOCIAL WORLD IN WHICH THEY LIVE.	02392 20
*PREREQUISITE	NONE	02392 21
*EXPERIENCE	INTRODUCE STUDENTS TO THE SCIENTIFIC STUDY OF SOCIAL RELATIONSHIPS, THE NATURE AND METHOD OF SCIENCE SHOULD BE DISCUSSED USING COMPARISONS WITH OTHER TECHNIQUES FOR GAINING KNOWLEDGE ABOUT THE WORLD IN WHICH WE LIVE, FOR EXAMPLE, LECTURES SHOULD CLEARLY INDICATE THE DIFFERENCE BETWEEN SCIENCE AND RELIGION, PHILOSOPHY, COMMON SENSE, ETC. STRESS SHOULD BE PLACED UPON FACT THAT SCIENCE IS OBJECTIVE, COMMUNICABLE, QUANTIFIABLE AND CAPABLE OF REPLICATION.	02392 22
*SETTING	LARGE GROUP COLLEGE	02392 11
*MATERIALS	NONE	02392 12
*LEVEL	GRADES 5-8	02392 13
*GENERAL	ALL CANDIDATES	02392 14
*HOURS	1	02392 15
*EVALUATION	HAVE STUDENTS DISCUSS OR WRITE ABOUT SUCH CONCEPTS AS FRIENDSHIP, PARENTHOOD, ART, CITIZENSHIP, ETC. USING DIFFERENT APPROACHES.	02392 16
*FILE	SCIENCE SOCIAL SCIENCE BLANK	02392 17
		02392 18
		02392 19
		02392 10
		02392 5
		02392 8
		02392 7
		02392 6
		02392 23
		02392 24
		02392 25
		02392 9

*OBJECTIVES	TO INTRODUCE STUDENTS TO THREE BASIC TOOLS OF SOCIOLOGISTS.	02394 15
*PREREQUISITE	READ FROM SOCIOLOGISTS AT WORK, CHAPTER 9, JAMES A. DAVIS, [GREAT BOOKS AND SMALL GROUPS,] CHAPTER 10, DAVID RIESMAN AND JEANNE WATSON, [THE SOCIABILITY PROJECT,] AND CHAPTER 11, BLANCHE GEER, [FIRST DAYS IN THE FIELD,]	02394 16
*EXPERIENCE	DISCUSS WITH STUDENTS THE USES OF OBSERVATION, QUESTIONNAIRES AND INTERVIEWS AND EXPERIMENTATION AS USED IN SOCIOLOGY. INDICATE THE IMPORTANCE OF EACH AND THE CONDITIONS UNDER WHICH EACH IS APPROPRIATE.	02394 17
*SETTING	LARGE GROUP COLLEGE	02394 18
*MATERIALS	COPIES OF INTERVIEW SCHEDULES, SOCIOLOGISTS AT WORK BY PHILLIP E. HAMMOND 2GARDEN CITY, NEW YORK: ANCHOR BOOKS, DOUBLEDAY AND COMPANY, INC., 1967.	02394 19
*LEVEL	ALL GRADES	02394 20
*GENERAL	ALL CANDIDATES	02394 11
*HOURS	3 1/2	02394 12
*EVALUATION	HAVE STUDENTS DRAW UP A RESEARCH DESIGN TO STUDY FRIENDSHIP PATTERNS AMONG SIXTH GRADE CHILDREN IN A CLASSROOM.	02394 13
*FILE	SOCIOLOGY METHODS SOCIOLOGISTS	02394 14
		02394 10
		02394 5
		02394
		02394
		02394 8
		02394 7
		02394 6
		02394 21
		02394 22
		02394 23
		02394 9

*OBJECTIVES	TO INTRODUCE STUDENTS TO SOME HANDICAPS OF THE SCIENTIFIC STUDY OF SOCIETY.	02395 20
*PREREQUISITE	READINGS FOR MODULE 2394 AND READ APPENDIX, RP. 279-360.	02395 21
*EXPERIENCE	OF STREET CORNER SOCIETY BY WILLIAM F. WHYTE.	02395 22
	DISCUSS WITH STUDENTS SOME OF THE SUBJECTS WHICH THEY WOULD OPPOSE AS OBJECTS OF SOCIOLOGICAL INVESTIGATION.	02395 23
	EXAMINE IN DETAIL THE DIFFICULTIES SOCIOLOGISTS HAVE BECAUSE OF PERSONS' VALUES AND BELIEFS. ALSO DISCUSS DIFFICULTIES IMPOSED BY THE YOUTH OF SOCIOLOGY AND ITS UNDERDEVELOPED RESEARCH TECHNIQUES FOR GATHERING QUALITY DATA. CLOSE WITH A DISCUSSION OF THE ETHICS OF SOCIAL INVESTIGATION AND THE CONFLICTS BETWEEN APPLIED AND THEORETICAL USAGES.	02395 11
		02395 12
		02395 13
		02395 14
		02395 15
		02395 16
		02395 17
		02395 18
		02395 19
*SETTING	LARGE GROUP COLLEGE	02395 10
*MATERIALS	STREET CORNER SOCIETY BY WILLIAM F. WHYTE 2CHICAGO, ILLINOIS: UNIVERSITY OF CHICAGO PRESS, SECOND EDITION, 1955+.	02395 5
		02395
*LEVEL	ALL GRADES	02395 8
*GENERAL	ALL CANDIDATES	02395 7
*HOURS	1/2	02395 6
*EVALUATION	HAVE STUDENTS DISCUSS OBJECTIONS TO DOING RESEARCH ON SCHOOL CHILDREN.	02395 24
		02395 25
*FILE	SOCIOLOGY-PROBLEMS METHODS BLANK	02395 9
*OBJECTIVES	TO INTRODUCE STUDENTS TO METHOD OF OBSERVATION+ PROVIDE QUESTIONS FOR FUTURE MODULES+ INTRODUCE STUDENTS TO CONCEPTS OF INTERACTION, SOCIAL RELATIONSHIP AND SOCIAL NORMS.	02396 17
		02396 18
		02396 19
		02396 20
*PREREQUISITE	MODULE 2394	02396 21
*EXPERIENCE	HAVE STUDENTS OBSERVE JUNIOR HIGH SCHOOL PUPILS IN A CLASSROOM SETTING. SETTING SHOULD BE RELATIVELY UNSTRUCTURED WHEN CHILDREN ARE TALKING A GOOD DEAL AND MOVING AROUND. ROOM SHOULD BE SMALL ENOUGH THAT OBSERVERS CAN HEAR MOST OF WHAT IS BEING SAID, AND SEE MOST OF THE INTERACTION AMONG CHILDREN.	02396 11
		02396 12
		02396 13
		02396 14
		02396 15
		02396 16
*SETTING	LARGE GROUP SCHOOL	02396 10
*MATERIALS	CLASSROOM WITH JUNIOR HIGH SCHOOL STUDENTS.	02396 5
*LEVEL	ALL GRADES	02396 8
*GENERAL	ALL CANDIDATES	02396 7
*HOURS	1	02396 6
*EVALUATION	DISCUSSION WITH STUDENTS ABOUT THEIR OWN REACTIONS TO OBSERVING OTHERS+ SEE IF THEY CAN DESCRIBE SOCIAL INTERACTION AND NORMS IN OPERATION.	02396 22
		02396 23
		02396 24
*FILE	METHODS OBSERVATION CLINICAL	02396 9
*OBJECTIVES	TO SHOW STUDENTS HOW QUESTIONNAIRES ARE WRITTEN BASED ON OBSERVATION AND SENSE DATA+ TO INTRODUCE STUDENTS TO RUDIMENTS OF QUESTIONNAIRE CONSTRUCTION.	02397 16
		02397 17
		02397 18
*PREREQUISITE	MODULE 2396	02397 19
*EXPERIENCE	HAVE STUDENTS CONSTRUCT 15 TO 30 MINUTE QUESTIONNAIRE ABOUT SOCIAL RELATIONSHIPS, SOCIAL NORMS, SANCTIONS, LEADERSHIP, ETC. STUDENTS SHOULD BE MADE AWARE OF PROBLEM QUESTIONS WHICH ARE AMBIGUOUS, VAGUE, DOUBLE BARRELLED,	02397 11
		02397 12
		02397 13
		02397 14

	ETC, ITEMS SHOULD INCLUDE SOCIOMETRIC QUESTIONS,	02397 15
*SETTING	LARGE GROUP COLLEGE	02397 10
*MATERIALS	NONE	02397 5
*LEVEL	ALL GRADES	02397 8
*GENERAL	ALL CANDIDATES	02397 7
*HOURS	1	02397 6
*EVALUATION	EXAMINE STUDENTS' ITEMS AND SELECT THOSE WHICH ARE BEST	02397 20
	FOR A SHORT QUESTIONNAIRE TO BE ADMINISTERED TO THE JUNIOR	02397 21
	HIGH SCHOOL STUDENTS.	02397 22
*FILE	METHODS QUESTIONNAIRE CONSTRUCTION SOCIOMETRY	02397 9

*OBJECTIVES	TO INTRODUCE STUDENTS TO FIELD METHOD OF INTERVIEWING+	02398 19
	TO MAKE THEM AWARE OF THEMSELVES IN INTERACTION WITH	02398 20
	OTHERS.	02398 21
*PREREQUISITE	MODULES 2394, 2396, 2397	02398 22
*EXPERIENCE	ADMINISTER INTERVIEW TO JUNIOR HIGH SCHOOL STUDENTS WHO	02398 11
	WERE OBSERVED, EACH STUDENT SHOULD INTERVIEW THREE	02398 12
	STUDENTS AND EACH INTERVIEW SHOULD BE GEARED FOR	02398 13
	APPROXIMATELY 1/2 HOUR. FOLLOWING THE THREE INTERVIEWS,	02398 14
	EACH STUDENT SHOULD WRITE UP HIS REACTIONS TO THE	02398 15
	INTERVIEW DESCRIBING THE SETTING, HOW THE RESPONDENT	02398 16
	REACTED AND HOW THE INTERVIEWER FELT ABOUT ASKING CERTAIN	02398 17
	QUESTIONS,	02398 18
*SETTING	LARGE GROUP SCHOOL	02398 10
*MATERIALS	COPIES OF INTERVIEW SCHEDULE DEVELOPED IN MODULE 2397	02398 5
*LEVEL	ALL GRADES	02398 8
*GENERAL	ALL CANDIDATES	02398 7
*HOURS	2 1/2	02398 6
*EVALUATION	READ STUDENTS' INTERVIEWS AND COMMENTS. RETURN TO	02398 23
	STUDENTS COMMENTS UPON THE QUALITY OF THEIR INTERVIEWS	02398 24
	INDICATING WHERE THEY MIGHT HAVE PROBED FURTHER, WHERE	02398 25
	THEIR PROBES LED THE RESPONDENT TO A PARTICULAR ANSWER,	02398 26
	WHERE THEIR OWN ANXIETY INTERFERRED WITH THE RESPONDENTS	02398 27
	REPLY,	02398 28
*FILE	METHODS INTERVIEWING SELF-OBSERVATION	02398 9

*OBJECTIVES	TO INTRODUCE STUDENTS TO ANALYSIS OF SOCIOMETRIC DATA AND	02399 13
	CONCEPT OF SOCIAL RELATIONSHIPS.	02399 14
*PREREQUISITE	MODULE 2396	02399 15
*EXPERIENCE	USING DATA GATHERED FROM QUESTIONNAIRES, DRAW SOCIOMETRIC	02399 11
	MAPS OF EACH CLASSROOM OF JUNIOR HIGH SCHOOL STUDENTS.	02399 12
*SETTING	LARGE GROUP COLLEGE	02399 10
*MATERIALS	COPIES OF COMPLETED QUESTIONNAIRES USED IN MODULE 2396.	02399 5
*LEVEL	ALL GRADES	02399 8
*GENERAL	ALL CANDIDATES	02399 7
*HOURS	3/4	02399 6
*EVALUATION	PROVIDE STUDENTS WITH ADDITIONAL COMPLETED INTERVIEWS AND	02399 16
	HAVE THEM DRAW SOCIOMETRIC MAPS.	02399 17
*FILE	DATA ANALYSIS METHODS SOCIOMETRY	02399 9

*OBJECTIVES	TO INTRODUCE STUDENTS TO CONCEPTS OF STATUS AND SOCIAL	02400 15
	RELATIONSHIP. TO INTRODUCE STUDENTS TO THE ANALYSIS OF	02400 16
	EMPIRICAL DATA.	02400 17
*PREREQUISITE	MODULE 2399	02400 18
*EXPERIENCE	DISCUSS WITH STUDENTS CONCEPT OF STATUS, ROLES, AND SOCIAL	02400 11
	RELATIONSHIPS, USING SOCIOMETRIC MAPS, SHOW STUDENTS	02400 12
	LEADERS, ISOLATES, CLIQUES & MUTUAL CHOICES. DISCUSS	02400 13
	DIFFERENCES BETWEEN ASCRIBED AND ACHIEVED STATUS.	02400 14

*SETTING	LARGE GROUP COLLEGE	02400 10
*MATERIALS	SOCIOMETRIC MAPS FROM MODULE 2399.	02400 5
*LEVEL	ALL GRADES	02400 8
*GENERAL	ALL CANDIDATES	02400 7
*HOURS	1 1/4	02400 6
*EVALUATION	HAVE STUDENTS UTILIZE MAPS DRAWN IN MODULE 2399 AND LABEL LEADERS, ISOLATES, CLIQUE LINES.	02400 19
		02400 20
*FILE	STATUS SOCIOMETRY SOCIAL RELATIONSHIP	02400 9

*OBJECTIVES	TO INTRODUCE STUDENT TO CODIFICATION OF EMPIRICAL DATA AND CONCEPT FORMATION.	02401 17
		02401 18
*PREREQUISITE	MODULE 2399 AND 2400	02401 19
*EXPERIENCE	HAVE STUDENTS DRAW UP CODE FOR SOME OTHER QUESTIONS FROM THE QUESTIONNAIRE, E.G., WHAT DO YOU DO WITH YOUR BEST FRIENDS? WHAT MAKES A PERSON POPULAR IN YOUR CLASS? WHAT KIND OF PERSON DONST YOU LIKE? HOW DO YOU TRY TO STOP PEOPLE FROM DOING WHAT YOU DONST LIKE THEM TO DO? ETC.	02401 11
		02401 12
		02401 13
		02401 14
		02401 15
		02401 16
*SETTING	LARGE GROUP COLLEGE	02401 10
*MATERIALS	COMPLETED QUESTIONNAIRES FROM MODULE 2398.	02401 5
*LEVEL	ALL GRADES	02401 8
*GENERAL	ALL CANDIDATES	02401 7
*HOURS	1 1/2	02401 6
*EVALUATION	GIVE STUDENTS REMAINDER OF COMPLETED QUESTIONNAIRES AND HAVE THEM CODED AND CHECK CODE FOR ERRORS.	02401 20
		02401 21
*FILE	CODE CONSTRUCTION SOCIAL RELATIONSHIP DATA ANALYSIS	02401 9

*OBJECTIVES	TO HELP STUDENTS UNDERSTAND PROBLEMS OF CODING AND ILLUSTRATE FURTHER REASONS FOR CAREFUL ITEM CONSTRUCTION AND INTERVIEWING. MARGINALS WILL GIVE STUDENTS OVERVIEW OF CLASSROOM NORMS.	02402 16
		02402 17
		02402 18
		02402 19
*PREREQUISITE	MODULE 2401	02402 20
*EXPERIENCE	DISCUSS WITH STUDENTS PROBLEMS OF CODING SOME OF THE ITEMS WHICH HAVE LOW RELIABILITY. DISCUSS REASONS FOR LOW RELIABILITY IN TERMS OF GOOD ITEM CONSTRUCTION AND CODE CLASSIFICATION. TABULATE MARGINALS 2FREQUENCIES FOR COMPLETED CODE.	02402 11
		02402 12
		02402 13
		02402 14
		02402 15
*SETTING	LARGE GROUP COLLEGE	02402 10
*MATERIALS	CODED RESPONSES FROM MODULE 10.	02402 5
*LEVEL	ALL GRADES	02402 8
*GENERAL	ALL CANDIDATES	02402 7
*HOURS	1/2	02402 6
*EVALUATION	HAVE STUDENTS SELECT A FEW QUESTIONS AND INTERPRET THEM FROM MARGINALS. ASK THEM TO BEGIN BRIEF ANALYSIS DESIGN, E.G., DIFFERENCES BETWEEN MALE AND FEMALE RESPONSES.	02402 21
		02402 22
		02402 23
*FILE	CODING DATA ANALYSIS RELIABILITY	02402 9

*OBJECTIVES	TO INTRODUCE CONCEPTS OF NORMS, SANCTIONS, GROUPS, AND ASSOCIATIONS.	02403 16
		02403 17
*PREREQUISITE	NONE	02403 18
*EXPERIENCE	DISCUSS WITH STUDENTS CONCEPTS OF NORMS AND SANCTIONS RELATING THEM TO CONCEPTS OF SOCIAL RELATIONSHIPS AND INTERACTION. INTRODUCE CONCEPT OF SOCIAL GROUP AND ASSOCIATIONS. PRIMARY AND SECONDARY RELATIONSHIPS SHOULD BE DISTINGUISHED.	02403 11
		02403 12
		02403 13
		02403 14
		02403 15
*SETTING	LARGE GROUP COLLEGE	02403 10
*MATERIALS	NONE	02403 5
*LEVEL	ALL GRADES	02403 8

*GENERAL	ALL CANDIDATES	02403	7
*HOURS	1	02403	6
*EVALUATION	HAVE STUDENTS WRITE SMALL PAPER ABOUT PRIMARY RELATIONSHIPS IN A LARGE ORGANIZATION DRAWING EXAMPLES FROM SCHOOL SETTING.	02403	19
		02403	20
		02403	21
*FILE	NORMS GROUPS SANCTIONS	02403	9

*OBJECTIVES	TO INTRODUCE STUDENTS TO CONCEPT OF CULTURE AND ITS USE IN SOCIOLOGY.	02404	14
		02404	15
*PREREQUISITE	HAVE STUDENTS READ: [BODY RITUAL AMONG THE NACIREMA,] BY HORACE MINER AND [CULTURAL CONTRADICTIONS AND SEX ROLES,] BY MIRRA KOMAROVSKY.	02404	16
		02404	17
		02404	18
*EXPERIENCE	DISCUSS WITH STUDENTS CONCEPT OF CULTURE, SUB-CULTURES, CULTURAL VARIATIONS, ETHNOCENTRISM AND THE PHYSIOLOGICAL AND GEOGRAPHIC LIMITATIONS OF CULTURAL VARIABILITY.	02404	11
		02404	12
		02404	13
*SETTING	LARGE GROUP COLLEGE	02404	10
*MATERIALS	[BODY RITUAL AMONG THE NACIREMA,] BY HORACE MINER. AMERICAN ANTHROPOLOGIST, 58 21956+ 503-507+ [CULTURAL CONTRADICTIONS AND SEX ROLES,] BY MIRRA KOMAROVSKY, AMERICAN JOURNAL OF SOCIOLOGY, 52 21946+ 184-189,	02404	5
		02404	
		02404	
*LEVEL	ALL GRADES	02404	8
*GENERAL	ALL CANDIDATES	02404	7
*HOURS	2 1/2	02404	6
*EVALUATION	HAVE STUDENTS COMPARE THE SUB-CULTURE OF THEIR SCHOOL SYSTEM WITH MARGINALS PRESENTED IN MODULE 2402.	02404	19
		02404	20
*FILE	CULTURE CULTURAL RELATIVITY ETHNOCENTRISM	02404	9

*OBJECTIVES	TO ILLUSTRATE OPERATION OF NORMS AND SANCTIONS IN DIFFERENT GROUPS+ TO ILLUSTRATE THE MEASUREMENT OF VARIABILITY AND ITS ANALYSIS+ TO SUGGEST THE ROLE OF LEADERSHIP AND ITS RELATIONSHIP TO GROUP NORMS AS OPPOSED TO A PSYCHOLOGICAL TRAIT.	02405	18
		02405	19
		02405	20
		02405	21
		02405	22
*PREREQUISITE	MODULE 2400, 2401, AND 2403	02405	23
*EXPERIENCE	HAVE STUDENTS COMPARE RESPONSES OF LEADERS AND ISOLATES IN DIFFERENT CLIQUES MEASURED BY SOCIOMETRY ON INTERVIEW. THEN HAVE STUDENTS COMPARE THESE RESPONSES WITH ORDINARY RESPONDENTS. FINALLY, HAVE STUDENTS COMPARE AVERAGE RESPONSES FROM CLIQUES. STUDENTS SHOULD FOCUS UPON NORMS AND SANCTIONS OPERATING IN DIFFERENT CLIQUES, IDENTIFY DEVIANTS.	02405	11
		02405	12
		02405	13
		02405	14
		02405	15
		02405	16
		02405	17
*SETTING	LARGE GROUP COLLEGE	02405	10
*MATERIALS	MEAN RESPONSES TABULATED FROM QUESTIONNAIRE DATA OBTAINED IN PREVIOUS MODULES.	02405	5
		02405	
*LEVEL	ALL GRADES	02405	8
*GENERAL	ALL CANDIDATES	02405	7
*HOURS	2	02405	6
*EVALUATION	HAVE STUDENTS WRITE BRIEF PAPER SUMMARIZING THE FINDINGS OF DIFFERENT NORMS IN OPERATION FOR A FEW CLIQUES OUTLINED IN THE QUESTIONNAIRE.	02405	24
		02405	25
		02405	26
*FILE	LEADERSHIP DEVIANTS NORMS	02405	9

*OBJECTIVES	TO INTRODUCE STUDENTS TO CONCEPT OF SOCIETY AND FURTHER UNDERSTANDING OF THE PART PLAYED BY PRIMARY GROUPS.	02406	16
		02406	17
*PREREQUISITE	HAVE STUDENTS READ: THE HUMAN GROUP BY GEORGE HOMANS, CHAPTERS 3 2THE BANK WIRING OBSERVATION ROOM+ 7 2THE NORTON STREET GANG+ 92THE FAMILY IN TIKOPIA+. ALSO READ: [THE AMERICAN FAMILY IN THE PERSPECTIVE OF OTHER CULTURES], BY CONRAD M. ARENSBERG, PP. 50-75.	02406	18
		02406	19
		02406	20
		02406	21
		02406	22

EXPERIENCE	≥15 DISCUSS WITH STUDENTS THE OPERATION OF SMALL GROUPS IN LARGER SOCIETY. DRAW ILLUSTRATIONS FROM FRIENDSHIP GROUPS, THE FAMILY, AND LARGE SCALE ORGANIZATIONS.	02406 11
	SOCIETY CAN NOW BE CONCEPTUALIZED AS A SET OF OVERLAPPING PRIMARY GROUPS.	02406 12
		02406 13
		02406 14
		02406 15
*SETTING	LARGE GROUP COLLEGE	02406 10
MATERIALS	THE HUMAN GROUP BY GEORGE C. HOMANS, ≥NEW YORK: HARCOURT, BRACE AND CO., 1950 AND CONRAD M. ARENSBERG, [THE AMERICAN FAMILY IN THE PERSPECTIVE OF OTHER CULTURES,] IN ELI GINZBERG ≥ED., THE NATION'S CHILDREN, VOL. 1, ≥N.Y.: COLUMBIA UNIV. PRESS, 1960*.	02406 5
		02406
*LEVEL	ALL GRADES	02406 8
*GENERAL	ALL CANDIDATES	02406 7
*HOURS	2	02406 6
*EVALUATION	HAVE STUDENTS DISCUSS THE PART PLAYED BY PRIMARY GROUPS IN THE LEARNING PROCESS IN A LARGE UNIVERSITY.	02406 23
		02406 24
*FILE	SMALL GROUPS FAMILY ORGANIZATIONS	02406 9

OBJECTIVES	TO PROVIDE STUDENTS WITH A KNOWLEDGE OF SOCIAL STRATIFICATION AND ITS IMPLICATIONS FOR SOCIAL CHANGE TO PLACE MANY OF CONTEMPORARY AMERICAN'S SOCIAL PROBLEMS IN A LARGER SOCIOLOGICAL PERSPECTIVE.	02407 21
		02407 22
		02407 23
		02407 24
*PREREQUISITE	MODULES 2395, 2399, 2400, AND 2406	02407 25
*EXPERIENCE	DISCUSS THE CONCEPT OF STRATIFICATION WITH STUDENTS. USE SOCIOMETRIC MAPS TO SHOW RANKS OF PERSONS AND STRATIFICATION IN SMALL GROUPS. SHOW HOW DIFFERENTIATION EMERGES FROM THE DIVISION OF LABOR AND SOCIETY REWARDS DIFFERENT SKILLS WITH UNEQUAL REWARDS. DISCUSS THE CORRELATES OF STRATIFICATION IN AMERICAN SOCIETY, DISCUSS RACIAL AND ETHNIC RELATIONS AS A FUNCTION OF SOCIAL STRATIFICATION. CLOSE WITH A DISCUSSION OF SOCIAL MOBILITY EMPHASIZING SIMILARITIES AMONG WESTERN INDUSTRIALIZED SOCIETIES.	02407 11
		02407 12
		02407 13
		02407 14
		02407 15
		02407 16
		02407 17
		02407 18
		02407 19
		02407 20
*SETTING	LARGE GROUP COLLEGE	02407 10
MATERIALS	COPIES OF ELLIOT LIEBOW, TALLY'S CORNER ≥BOSTON, MASS.: LITTLE, BROWN, AND CO., 1967	02407 5
		02407
*LEVEL	ALL GRADES	02407 8
*GENERAL	ALL CANDIDATES	02407 7
*HOURS	3	02407 6
EVALUATION	HAVE STUDENTS COMPARE TALLY'S CORNER WITH READINGS DISCUSSING STREET CORNER SOCIETY ≥MODULES 2395 AND 2406.	02407 26
		02407 27
*FILE	STRATIFICATION RACE AND ETHNIC RELATIONS SOCIAL MOBILITY	02407 5
		02407

OBJECTIVES	TO PROVIDE STUDENTS WITH UNDERSTANDING OF MODERN ORGANIZATIONS AND THEIR FUNCTION IN STABILIZING AND CHANGING THE DISTRIBUTION OF REWARDS ≥STRATIFICATION SYSTEM.	02408 19
		02408 20
		02408 21
		02408 22
*PREREQUISITE	HAVE STUDENTS READ: PETER M. BLAU, BUREAUCRACY IN MODERN SOCIETY, MODULE 2407	02408 23
		02408 24
*EXPERIENCE	DISCUSS SOCIAL CHANGE IN AMERICA AS CONTINGENT UPON LARGE ORGANIZATIONS AND NOT UPON INDIVIDUAL INNOVATION, I.E., SCHUMPETER'S THESIS AS EXPOUNDED IN CAPITALISM, SOCIALISM AND DEMOCRACY; RELATE SOCIAL POWER TO OCCUPATIONAL POSITION IN LARGE SCALE ORGANIZATIONS. SHOW HOW SOCIETY MAY BE CONCEPTUALIZED IN TERMS OF INTERLOCKING ORGANIZATIONS; ORGANIZATIONS MAY BE CONCEPTUALIZED IN TERMS OF OVERLAPPING PRIMARY GROUPS,	02408 11
		02408 12
		02408 13
		02408 14
		02408 15
		02408 16
		02408 17
		02408 18
*SETTING	LARGE GROUP COLLEGE	02408 10

*MATERIALS	COPIES OF PETER M. BLAU BUREAUCRACY IN MODERN SOCIETY, 2NEW YORK: RANDOM HOUSE, INC., 1956+,	02408 5
		02408
*LEVEL	ALL GRADES	02408 8
*GENERAL	ALL CANDIDATES	02408 7
*HOURS	2	02408 6
*EVALUATION	HAVE STUDENTS DISCUSS THE ROLE OF SOCIALIZING AGENTS 2E.G., PARENTS, TEACHERS, ETC.+ AS ENCOURAGING SOCIAL	02408 25
	CHANGE AS WELL AS HINDERING IT. HAVE STUDENTS FOCUS UPON	02408 26
	CONSTRAINTS PLACED UPON AGENTS' ACTIONS BY THEIR	02408 27
	RELATIONSHIP TO LARGE SCALE ORGANIZATIONS,	02408 28
		02408 29
*FILE	SOCIAL CHANGE ORGANIZATIONS SOCIAL POWER	02408 9

*OBJECTIVES	TO INTRODUCE STUDENTS TO PROBLEMS OF URBANIZATION AND OVERPOPULATION IN THE CONTEMPORARY WORLD,	02409 16
		02409 17
*PREREQUISITE	HAVE STUDENTS READ: LOUIS WIRTH, [URBANISM AS A WAY OF LIFE,] IN P. K. HATT AND A. J. REISS, JR., 2EDS.+ CITIES	02409 18
	AND SOCIETY, 46-63+ KINGSLEY DAVIS, [THE WORLD'S	02409 19
	POPULATION CRISIS,] IN R. K. MERTON AND R. A. NISBET	02409 20
	2EDS.+ CONTEMPORARY SOCIAL PROBLEMS, 374-408.	02409 21
		02409 22
*EXPERIENCE	DISCUSS WITH STUDENTS THE SPATIAL DISTRIBUTION OF	02409 11
	POPULATIONS 2ECOLOGY+. RELATE THESE CHARACTERISTICS TO	02409 12
	THE EMERGENCE OF URBANIZATION AS THE MODERN WAY OF LIFE	02409 13
	AND THE PROBLEMS OF OVERPOPULATION AS A RESULT OF LIMITED	02409 14
	RESOURCES,	02409 15
*SETTING	LARGE GROUP COLLEGE	02409 10
*MATERIALS	COPIES OF P. K. HATT AND A. J. REISS, JR., 2EDS.+ CITIES	02409 5
	AND SOCIETY 2NEW YORK: THE FREE PRESS, 1957, REV. ED.+	02409
	R. K. MERTON AND R. A. NISBET 2EDS.+ CONTEMPORARY SOCIAL	02409
	PROBLEMS 2NEW YORK: HARCOURT, BRACE AND WORLD, INC., 1966,	02409
	2ND ED.+,	02409
*LEVEL	ALL GRADES	02409 8
*GENERAL	ALL CANDIDATES	02409 7
*HOURS	2	02409 6
*EVALUATION	HAVE STUDENTS COMPARE RURAL AND URBAN SOCIETY FOCUSING	02409 23
	UPON CHANGING NORMS RESULTING FROM INCREASING POPULATION.	02409 24
*FILE	POPULATION CRISIS URBANIZATION ECOLOGY	02409 9

*OBJECTIVES	TO INTRODUCE THE BASIC CONCEPTS WHICH WILL BE USED IN	02410 15
	SUBSEQUENT EXPERIENCES	02410 16
*PREREQUISITE	BLANK	02410 17
*EXPERIENCE	ASSIGNED READING: S. N. EISENSTADT, [ARCHETYPAL PATTERNS	02410 11
	OF YOUTH,] DAEDALUS, VOL 91, NO. 1. 2WINTER 1962+ TALCOTT	02410 12
	PARSONS, [PATTERN VARIABLES REVISITED,] AMERICAN	02410 13
	SOCIOLOGICAL REVIEW, 25: 467-483 21962+,	02410 14
*SETTING	LARGE GROUP COLLEGE	02410 10
*MATERIALS	BLANK	02410 5
*LEVEL	ALL GRADES	02410 8
*GENERAL	ALL CANDIDATES	02410 7
*HOURS	2	02410 6
*EVALUATION	MODULE 2414	02410 18
*FILE	ARCHETYPAL PATTERNS BLANK BLANK	02410 9

*OBJECTIVES	TO ESTABLISH A GENERAL CONTEXT WITHIN WHICH SOCIALIZATION	02411 28
	CAN BE UNDERSTOOD,	02411 29
*PREREQUISITE	BLANK	02411 30
*EXPERIENCE	PROFESSOR WILL DEFINE SOCIALIZATION AS ACQUISITION OF	02411 11
	ROLES, VALUES, AND IDENTITY. HE WILL POINT OUT THAT THESE	02411 12
	THREE PROCESSES CORRESPOND TO THE THREE MAJOR SYSTEMS OF	02411 13

	BEHAVIOR BETWEEN WHICH SOCIAL SCIENTISTS DISTINGUISH FOR	02411 14
	ANALYTICAL PURPOSES; SOCIAL SYSTEM, CULTURE AND	02411 15
	PERSONALITY, EACH SOCIALIZATION EXPERIENCE CAN BE	02411 16
	ANALYZED ON EACH OF THESE THREE LEVELS. PROFESSOR WILL	02411 17
	POINT OUT THAT THE THREE SYSTEMS, AND THUS THE THREE	02411 18
	SOCIALIZATION PROCESSES ARE NOT INDEPENDENT. SOCIAL	02411 19
	SYSTEM IS PROBABLY MOST DIRECTLY AFFECTED BY NATURAL AND	02411 20
	ECONOMIC ENVIRONMENT, SINCE SOCIAL ROLES OFTEN INVOLVE	02411 21
	ECONOMIC ACTIVITY, CULTURE 2E.G. BELIEFS, VALUES+ DEPENDS	02411 22
	HEAVILY ON SOCIAL ROLES AVAILABLE IN A SOCIETY, AND	02411 23
	PERSONALITY ATTRIBUTES DEVELOP IN THE PROCESS OF ROLE	02411 24
	PERFORMANCE; CULTURE AND PERSONALITY INTERACT AND ALSO	02411 25
	AFFECT THE SYSTEM OF SOCIAL ROLES. PROFESSOR WILL	02411 26
	ILLUSTRATE THIS,	02411 27
*SETTING	LARGE GROUP COLLEGE	02411 11
*MATERIALS	BLANK	02411 5
*LEVEL	ALL GRADES	02411 8
*GENERAL	ALL CANDIDATES	02411 7
*HOURS	15 MIN.	02411 6
*EVALUATION	MODULE 2414	02411 31
*FILE	SOCIALIZATION CULTURE PERSONALITY	02411 9

*OBJECTIVES	TO DRAW ATTENTION TO THE MAJOR VARIABLES USED IN ROLE	02412 18
	ANALYSIS OF SOCIALIZATION PROCESSES,	02412 19
*PREREQUISITE	BLANK	02412 20
*EXPERIENCE	PROFESSOR WILL DESCRIBE THE MAJOR SOCIALIZATION AGENTS:	02412 11
	FAMILY, AGE GROUPS 2FORMAL OR INFORMAL+, SPECIAL SOCIAL IN	02412 12
	INSTITUTIONS, E.G. SCHOOLS. PROFESSOR WILL SET THE STAGE	02412 13
	FOR THE MAJOR QUESTION OF THIS SECTION: HOW IS THE	02412 14
	IMPORTANCE OF EACH OF THESE THREE TYPES OF AGENTS LIKELY	02412 15
	TO VARY BETWEEN SOCIETIES AND OVER TIME. WHAT CONDITIONS	02412 16
	WILL GIVE EACH OF THEM PREEMINENCE	02412 17
*SETTING	LARGE GROUP COLLEGE	02412 10
*MATERIALS	BLANK	02412 5
*LEVEL	BLANK	02412 8
*GENERAL	ALL CANDIDATES	02412 7
*HOURS	10 MIN.	02412 6
*EVALUATION	MODULE 2414	02412 21
*FILE	SOCIALIZATION AGENTS FAMILY AGE GROUPS	02412 9

*OBJECTIVES	TO GIVE STUDENTS DEFINITIONS OF BASIC CONCEPTS TO BE USED	02413 16
	IN SUBSEQUENT ANALYSES	02413 17
*PREREQUISITE	BLANK	02413 18
*EXPERIENCE	PROFESSOR WILL DEFINE THE CONCEPT OF ROLE, USING THE	02413 11
	FORMULATION OF NEAL GROSS, MASON AND MCEACHERN. PROFESSOR	02413 12
	WILL INTRODUCE THE FIVE PATTERN VARIABLES OF PARSONS AND	02413 13
	SKILLS AND WILL DEMONSTRATE WITH EXAMPLES HOW THEY APPLY	02413 14
	TO THE THREE SYSTEMS OF HUMAN BEHAVIOR.	02413 15
*SETTING	LARGE GROUP COLLEGE	02413 10
*MATERIALS	BLANK	02413 5
*LEVEL	ALL GRADES	02413 8
*GENERAL	ALL CANDIDATES	02413 7
*HOURS	25 MIN.	02413 6
*EVALUATION	MODULE 2414	02413 19
*FILE	ROLE SOCIALIZATION PATTERN VARIABLES	02413 9

*OBJECTIVES	TO GIVE STUDENT SOME PRACTICAL EXPERIENCE IN THE USE OF	02414 22
	THE ROLE CONCEPT AND OF THE PATTERN VARIABLES. TO OPEN UP	02414 23

	THE TOPICS OF ROLE AND VALUE CONFLICT IN THE PROCESS OF SOCIALIZATION,	02414 24
*PREREQUISITE	BLANK	02414 25
*EXPERIENCE	ASSIGNMENT, TO BE COMPLETED FOR DISCUSSION SESSION, 2418 EACH STUDENT WILL DRAW ON THE EXPERIENCE OF A PERSON HE KNOWS VERY CLOSELY SIBLING, FRIEND, HIMSELF, AND WRITE A SHORT PAPER 2-3 PAGES, DESCRIBING HOW THAT PERSON'S ROLES HAVE CHANGED. THERE SHOULD BE A COMPLETE LIST OF ALL ROLES AT AGES 12, 16 AND 20, EACH ROLE SHOULD BE CHARACTERIZED IN TERMS OF THE FIVE PATTERN VARIABLES, IN EACH CASE, THE VALUES ASSOCIATED WITH EACH ROLE SHOULD BE STATED, AND THE EXTENT TO WHICH THESE VALUES ARE CONGRUENT OR NOT CONGRUENT WITH THOSE OF THE FAMILY, OF THE PEER GROUPS, AND OF ADULT SOCIETY SHOULD BE INDICATED. INDEPENDENT COLLEGE	02414 26 02414 11 02414 12 02414 13 02414 14 02414 15 02414 16 02414 17 02414 18 02414 19 02414 20 02414 21
*SETTING		02414 10
*MATERIALS	BLANK	02414 5
*LEVEL	ALL GRADES	02414 8
*GENERAL	ALL CANDIDATES	02414 7
*HOURS	2 HOURS	02414 6
*EVALUATION	PROFESSORS EVALUATION OF PAPER AND EXCHANGES OF VIEWS IN DISCUSSION GROUP.	02414 27 02414 28
*FILE	ROLE CHANGE SOCIALIZATION PATTERN VARIABLES	02414 9

*OBJECTIVES	SEE ABOVE	02415 17
*PREREQUISITE	BLANK	02415 18
*EXPERIENCE	PROFESSOR WILL PRESENT EISENSTADT'S MAJOR THESES ABOUT THE OCCURENCE OF AGE GROUPS IN VARIOUS TYPES OF SOCIETIES, POINTING OUT THE RELATIONSHIPS BETWEEN AGE GROUPS AND FAMILY STRUCTURE, THE CONNECTIONS BETWEEN BOTH OF THESE AND ECOLOGICAL, ECONOMIC AND MILITARY VARIABLES 2 DIVISION OF LABOR, CLASS AND CASTE STRUCTURE, MILITARY ORGANIZATION, SEE S. N. EISENSTADT, FROM GENERATION TO GENERATION, CHAPTERS 1-3.	02415 11 02415 12 02415 13 02415 14 02415 15 02415 16 02415 17 02415 18
*SETTING	LARGE GROUP COLLEGE	02415 10
*MATERIALS	BLANK	02415 5
*LEVEL	BLANK	02415 8
*GENERAL	BLANK	02415 7
*HOURS	50 MIN.	02415 6
*EVALUATION	MODULE 2420	02415 19
*FILE	AGE GROUPS FAMILY STRUCTURE BLANK	02415 9

*OBJECTIVES	HELP STUDENTS UNDERSTAND THE TYPES OF CONFLICT SITUATIONS THAT PRODUCE DEVIANT BEHAVIOR OF AGE GROUPS.	02416 19 02416 20
*PREREQUISITE	BLANK	02416 21
*EXPERIENCE	READING ASSIGNMENTS: J. B. MAYS, [A STUDY OF DELIQUENT COMMUNITY,] BRITISH JOURNAL OF DELINQUENCY JULY, 1952. ERIC H. ERIKSON, (HITLER'S IMAGERY AND GERMAN YOUTH) IN HIS CHILDHOOD AND SOCIETY, RECOMMENDED: SELECTIONS FROM H. BECKER, GERMAN YOUTH, BOND OR FREE? SELECTIONS FROM A. K. COHEN, DELINQUENT BOYS: THE CULTURE OF THE GANG EACH STUDENT SHOULD DO ABOUT TWO HOURS OF READING IN RECOMMENDED MATERIALS, MORE IF POSSIBLE,†	02416 11 02416 12 02416 13 02416 14 02416 15 02416 16 02416 17 02416 18
*SETTING	INDEPENDENT COLLEGE	02416 10
*MATERIALS	BLANK	02416 5
*LEVEL	ALL GRADES	02416 8
*GENERAL	ALL CANDIDATES	02416 7
*HOURS	4 HOURS	02416 6
*EVALUATION	2420	02416 22
*FILE	SOCIAL CONFLICT DEVIANT BEHAVIOR AGGRESSION	02416 9

*OBJECTIVES	ASIDE FROM THE CONTENT ALREADY SPECIFIED, IT IS IMPORTANT TO GIVE STUDENTS AN UNDERSTANDING THAT SOCIETIES ARE BOTH VERY DIFFERENT AND VERY SIMILAR+ THAT THE MAJOR DISTINCTION TO BE DRAWN IS NOT NECESSARILY BETWEEN [PRIMITIVE] AND [MODERN] SOCIETIES+ THAT SIMILAR SOCIAL STRUCTURES AND FUNCTIONS CAN BE FOUND AT VARIOUS LEVELS OF [MODERNITY.]	02417 22 02417 23 02417 24 02417 25 02417 26 02417 27 02417 28
*PREREQUISITE	BLANK	02417 29
*EXPERIENCE	PROFESSOR WILL DISCUSS TYPES OF AGE GROUPS, I.E. THOSE SPECIALIZED FUNCTIONS IN SOCIETY, THOSE PERMITTING SOCIAL MOBILITY AND THOSE ENGAGED IN DIFFUSE PREPARATION FOR CITIZENSHIP. HE WILL EMPHASIZE THE RELATIONSHIP BETWEEN TYPES OF AGE GROUPS AND THE STRUCTURE OF AUTHORITY. HW WILL SHOW HOW EACH TYPE OF AGE GROUP HANDLES THE PROBLEM OF TRANSITION FROM CHILDHOOD TO ADOLESCENCE AND FROM ADOLESCENCE TO ADULT STATUS. HE WILL DISCUSS THE INTEGRATIVE FUNCTIONS OF AGE GROUPS AND THE CONDITIONS WHICH MAKE FOR DEVIANT AGE GROUPS. SEE EISENSTADT, OP. CIT. CHS. 4 AND 5.	02417 11 02417 12 02417 13 02417 14 02417 15 02417 16 02417 17 02417 18 02417 19 02417 20 02417 21
*SETTING	LARGE GROUP COLLEGE	02417 10
*MATERIALS	BLANK	02417 5
*LEVEL	ALL GRADES	02417 8
*GENERAL	ALL CANDIDATES	02417 7
*HOURS	50 MINUTES	02417 6
*EVALUATION	MODULE 2420	02417 30
*FILE	AGE GROUPS SOCIALIZATION BLANK	02417 9

*OBJECTIVES	GIVE STUDENT A GOOD SENSE OF THE WIDE DIVERSITY OF SOCIALIZATION PATTERNS IN DIFFERENT CULTURES+ ILLUSTRATE THE VARIETY OF PERSONALITY TYPES RESULTING FROM DIVERGENT CULTURAL VALUES+ SUGGEST CONDITIONS UNDER WHICH CULTURAL VALUES MAY BE FUNCTIONAL OR DYSFUNCTIONAL FOR INDIVIDUAL DEVELOPMENT.	02419 25 02419 26 02419 27 02419 28 02419 29 02419 30
*PREREQUISITE	BLANK	02419 31
*EXPERIENCE	READING ASSIGNMENT: JOHN W. WHITING, [THE LEARNING OF VALUES,] IN EVON Z. VOGT AND ETHEL M. ALBERT, EDS. PEOPLE OF RIMROCK, 1966 MARGARET MEAD, AGE PATERNING IN PERSONALITY DEVELOPMENT, [IN AM. J. OF ORTHOPSYCHIATRY, 1947 JEAN PIAGET, [PRINCIPAL FACTORS DETERMINING INTELLECTUAL EVOLUTION FROM CHILDHOOD TO ADULT LIFE,] IN FACTORS DETERMINING HUMAN BEHAVIOR, DOUGLAS ADRIAN ET AL., EDS. THE FOLLOWING ARTICLES FROM DEADALUS, WINTER, 1962: REUEL DENNY, [AMERICAN YOUTH TODAY: A BIGGER CAST, A WIDER SCREEN,] KENNETH KENNISTON, SOCIAL CHANGE AND YOUTH IN AMERICA, [ROBERT JAY LIFTON, [YOUTH AND HISTORY: INDIVIDUAL CHANGE IN POSTWAR JAPAN,] LAURENCE WYLIE, [YOUTH IN FRANCE AND THE UNITED STATES,] GEORGE SHERMAN, [SOVIET YOUTH: MYTH AND REALITY.]	02419 11 02419 12 02419 13 02419 14 02419 15 02419 16 02419 17 02419 18 02419 19 02419 20 02419 21 02419 22 02419 23 02419 24
*MATERIALS	BLANK	02419 5
*LEVEL	ALL GRADES	02419 8
*GENERAL	ALL CANDIDATES	02419 7
*HOURS	4 HOURS	02419 6
*EVALUATION	MODULE 2420	02419 32
*FILE	SOCIALIZATION PATTERNS PERSONALITY TYPES CULTURAL VALUES	02419 9

*OBJECTIVES	THIS WILL ENABLE STUDENTS TO DEEPEN THEIR INSIGHTS IN THE LIGHT OF THE DISCUSSION HAVING TAKEN PLACE AND IN THE	02420 16 02420 17
-------------	---	----------------------

	LIGHT OF THE DISCUSSIONS OF VALUES AND IDENTITY DURING THIS WEEK,	02420 18
*PREREQUISITE	BLANK	02420 19
*EXPERIENCE	ASSIGNMENT: STUDENTS WILL EXPAND THE PAPER DONE DURING PRECEDING WEEK MODULE 2414 TO INCLUDE DESCRIPTION OF ROLE, VALUE AND IDENTITY CONFLICTS AND PROBLEMS AND SKETCH HOW THESE WERE RESOLVED IF RESOLVED, OR HOW THEY MIGHT BE RESOLVED.	02420 20
*SETTING	INDEPENDENT COLLEGE	02420 11
*MATERIALS	BLANK	02420 12
*LEVEL	ALL GRADES	02420 13
*GENERAL	ALL CANDIDATES	02420 14
*HOURS	2	02420 15
*EVALUATION	EVALUATION OF THIS PAPER BY PROFESSOR	02420 10
*FILE	ROLE SOCIAL CONFLICT VALUES	02420 5
		02420 8
		02420 7
		02420 6
		02420 21
		02420 9

*OBJECTIVES	TO INCREASE APPRECIATION OF CULTURAL DIVERSITY, FOSTER CULTURAL RELATIVISM, HELP STUDENT REALIZE THAT CULTURAL VALUES ARE INTIMATELY RELATED TO THE SPECIFIC LIFE EXPERIENCES OF PEOPLE IN THEIR ENVIRONMENTS. ESTABLISH LINKS BETWEEN SPECIFIC CONDITIONS AND VALUES AS WELL AS BEHAVIOR IN CHILD TRAINING.	02421 27
		02421 28
		02421 29
		02421 30
		02421 31
		02421 32
*PREREQUISITE	BLANK	02421 33
*EXPERIENCE	PROFESSOR WILL DISCUSS THE INTERACTION BETWEEN PHYSICAL DEVELOPMENT OF CHILD AND CULTURAL VALUES, USING FIRST PART OF ERIKSON, CHILDHOOD AND SOCIETY, AND JOHN W. M. WHITING AND IRVIN L. CHILD, [CHILD TRAINING AND PERSONALITY: A CROSS-CULTURAL STUDY. PROFESSOR WILL SHOW, IN PARTICULAR, THAT THE BIOLOGICAL AND SOCIAL NEEDS OF CHILDREN ARE HANDLED IN QUITE DIFFERENT MANNERS IN DIFFERENT CULTURES AND SUB-CULTURES, AND THAT THE VERY DEFINITIONS OF AGE GRADES VARIES WIDELY. USE PILIPPE ARIES, CENTURIES OF CHILDHOOD TO SHOW HOW CONCEPTIONS OF CHILDHOOD HAVE VARIED IN EUROPE OVER TIME AND RELATE THIS TO THE SOCIO-ECONOMIC CHANGES IN EUROPEAN SOCIETY. PROFESSOR WILL LIST THE MAJOR DEPENDENT VARIABLES OF SOCIALIZATION, E.G. SOCIAL TRUST, ACHIEVEMENT MOTIVATION, BELIEFS ABOUT AUTHORITY AND INDICATE IN WHAT MANNER THESE ARE LINKED TO TRAINING PATTERNS. REFER TO MCCLELLAND'S ACHIEVING SOCIETY	02421 11
		02421 12
		02421 13
		02421 14
		02421 15
		02421 16
		02421 17
		02421 18
		02421 19
		02421 20
		02421 21
		02421 22
		02421 23
		02421 24
		02421 25
		02421 26
*SETTING	LARGE GROUP COLLEGE	02421 10
*MATERIALS	BLANK	02421 5
*LEVEL	ALL GRADES	02421 8
*GENERAL	ALL CANDIDATES	02421 7
*HOURS	40 MIN.	02421 6
*EVALUATION	MODULE 2420	02421 34
*FILE	CULTURAL RELATIVISM CULTURAL VALUES CHILD TRAINING	02421 9

*OBJECTIVES	TO ILLUSTRATE DIVERSITY OF CONCEPTIONS OF CHILDHOOD.	02422 14
*PREREQUISITE	BLANK	02422 15
*EXPERIENCE	SHOW SLIDES, EITHER TAKEN FROM ARIES 20P, CIT., MODULE 12, OR ANALOGOUS, SHOWING CHILDREN'S DRESS AND ACTIVITIES AT DIFFERENT POINTS IN SPACE AND HISTORY.	02422 11
		02422 12
		02422 13
*SETTING	LARGE GROUP COLLEGE	02422 10
*MATERIALS	SLIDES	02422 5
*LEVEL	ALL GRADES	02422 8
*GENERAL	ALL CANDIDATES	02422 7
*HOURS	10	02422 6
*EVALUATION	BLANK	02422 16
*FILE	CHILDHOOD CULTURAL RELATIVISM CULTURAL VALUES	02422 9

*OBJECTIVES	TO FOCUS ON PROBLEMS AND CONFLICTS ARISING IN THE SOCIALIZATION PROCESS, TO PREPARE FOR NEXT DISCUSSION SESSION,	02423 20 02423 21 02423 22
*PREREQUISITE	BLANK	02423 23
*EXPERIENCE	READING ASSIGNMENTS: RUTH BENEDICT, [CONTINUITIES AND DISCONTINUITIES IN CULTURAL CONDITIONING, [BOBBS-MERRILL REPRINT NO. A#15 ALLISON DAVIS AND ROBERT J. HAVIGHURST [SOCIAL CLASS AND COLOR DIFFERENCES IN CHILD REARING, [A. SOC. REV. 1964, BOBBS-MERRILL REPRINT P-85 EDGAR LITT, [CIVIC EDUCATION, COMMUNITY NORMS, AND POLITICAL INDOCTRINATION, [AND EDGAR Z. FRIEDENBERG, [THE MODERN HIGH SCHOOL: A PROFILE, [BOTH IN EDGAR LITT, ED., THE POLITICAL IMAGINATION. SCOTT FORESMAN, 1966	02423 11 02423 12 02423 13 02423 14 02423 15 02423 16 02423 17 02423 18 02423 19
*SETTING	INDEPENDENT COLLEGE	02423 10
*MATERIALS	BLANK	02423 5
*LEVEL	ALL GRADES	02423 8
*GENERAL	ALL CANDIDATES	02423 7
*HOURS	45 MIN.	02423 6
*EVALUATION	FINAL TEST	02423 24
*FILE	SOCIAL CONFLICT SOCIALIZATION BLANK	02423 9

*OBJECTIVES	STUDENTS SHOULD BE ABLE TO EXPLAIN WHY IN LITTS ARTICLE CIVIC EDUCATION ACCOMPLISHES AT BEST SUPERFICIAL, IDEOLOGICAL ADHERENCE TO OFFICIAL VALUES BUT DOES NOT INCREASE VALUES OF DEMOCRATIC PARTICIPATION. DISCUSS DISCREPANCY BETWEEN LIBERTARIAN VALUES TAUGHT IN CIVICS AND THE AUTHORITARIAN STRUCTURE OF SCHOOL. DISCUSS RELATIVE CONTINUITY IN DEVELOPMENT OF U.S. CHILDREN AND ITS EFFECTS.	02424 16 02424 17 02424 18 02424 19 02424 20 02424 21 02424 22 02424 23
*PREREQUISITE	BLANK	02424 24
*EXPERIENCE	CLASS DISCUSSION: TWO TOPICS SHOULD BE DISCUSSED: 2A+ EFFECTS OF ABRUPT CHANGES IN SOCIAL ENVIRONMENT 2PERMITTED AND PROHIBITED BEHAVIOR, AUTHORITY STRUCTURE, ETC.+ ON YOUNG PEOPLE, 2B+ DISCREPANCIES BETWEEN OFFICIAL VALUES AND ACTUAL PRACTICE.	02424 11 02424 12 02424 13 02424 14 02424 15
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02424 10
*MATERIALS	BLANK	02424 5
*LEVEL	ALL GRADES	02424 8
*GENERAL	ALL CANDIDATES	02424 7
*HOURS	50 MIN.	02424 6
*EVALUATION	MODULE 2420	02424 25
*FILE	CULTURAL RELATIVISM SOCIAL ENVIRONMENT VALUES AND PRACTICE	02424 9 02424

*OBJECTIVES	TO CLARIFY CONCEPT OF IDENTITY AND ILLUSTRATE PROBLEMS OF IDENTITY ATTAINMENT IN CASE OF NEGRO AMERICAN.	02425 17 02425 18
*PREREQUISITE	BLANK	02425 19
*EXPERIENCE	ASSIGNED READING: ERIK H. ERIKSON, [THE PROBLEM OF EGO IDENTITY, [IN MAURICE STEIN AND ARTHUR J. VIDICH, EDS. IDENTITY AND ANXIETY. 2PP. 54-73 MAY BE OMITTED, CONSIDERED AS RECOMMENDED READING.+ CHARLES E. SILBERMAN, [THE PROBLEM OF IDENTIFICATION, [CHAPTER 4 IN HIS CRISIS IN BLACK AND WHITE.	02425 11 02425 12 02425 13 02425 14 02425 15 02425 16
*SETTING	INDEPENDENT COLLEGE	02425 10
*MATERIALS	BLANK	02425 5
*LEVEL	ALL GRADES	02425 8
*GENERAL	ALL CANDIDATES	02425 7

*HOURS	1 HR., 15 MIN;	02425	6
*EVALUATION	FINAL TEST	02425	20
*FILE	IDENTITY EGO*INVOLVEMENT ROLE ACQUISITION	02425	9

*OBJECTIVES	TO RELATE IDENTITY FORMATION TO ROLE ACQUISITION AND LEARNING OF VALUES.	02426	17
		02426	18
*PREREQUISITE	BLANK	02426	19
*EXPERIENCE	PROFESSOR WILL ANALYZE THE CONCEPT OF IDENTITY, LINKING ERIKSON'S PSYCHOANALYTIC CONCEPTUALIZATION TO THE CONCEPTUAL FRAMEWORK OF ROLE THEORY AND SHOWING PARALLELS BETWEEN THE PSYCHOANALYTIC AND SYMBOLIC-INTERACTIONIST POINT OF VIEW, REFER ALSO TO SHERIF AND CANTRIL,, THE PSYCHOLOGY OF EGO-INVOLVEMENTS, AND SIMILAR SOURCES.	02426	11
		02426	12
		02426	13
		02426	14
		02426	15
		02426	16
*SETTING	LARGE GROUP COLLEGE	02426	10
*MATERIALS	BLANK	02426	5
*LEVEL	ALL GRADES	02426	8
*GENERAL	ALL CANDIDATES	02426	7
*HOURS	50 MIN.	02426	6
*EVALUATION	FINAL TEST	02426	20
*FILE	IDENTITY EGO INVOLVEMENT ROLE ACQUISITION	02426	9

*OBJECTIVES	TO DEEPEN INSIGHT INTO PROCESS OF IDENTITY FORMATION BY CONCRETE EXAMPLES, TO STUDY SOCIAL CONSEQUENCES OF IDENTITY PROBLEMS,	02427	20
		02427	21
		02427	22
*PREREQUISITE	BLANK	02427	23
*EXPERIENCE	DISCUSSION SESSION: USE EXAMPLES FAMILIAR TO STUDENTS TO IDENTIFY FORMATION AND OBSTACLES THERETO, THIS MAY INCLUDE MATERIALS IN THE PAPERS 2MODULE 11+ AND SILBERMANN MATERIAL. LINK IDENTITY FORMATION TO GROUP PARTICIPATION. FUNCTIONS OF FRAATERNITIES, SPORTS TEAMS, GANGS, POLITICAL ORGANIZATIONS TO SOLVE WHAT IDENTITY PROBLEMS- TYPES OF SOCIAL AND POLITICAL ACTIVITY RESULTING FROM EFFORTS TO RESOLVE IDENTITY PROBLEMS, ILLUSTRATED BY THE CASE OF BLACK YOUTH,	02427	11
		02427	12
		02427	13
		02427	14
		02427	15
		02427	16
		02427	17
		02427	18
		02427	19
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	02427	10
*MATERIALS	BLANK	02427	5
*LEVEL	ALL GRADES	02427	8
*GENERAL	ALL CANDIDATES	02427	7
*HOURS	50 MIN.	02427	6
*EVALUATION	FINAL TEST	02427	24
*FILE	IDENTITY ROLE ACQUISITION EGO INVOLVEMENT	02427	9

*OBJECTIVES	TO BE ABLE TO CHANGE PACE, ALTERING PACE OF CONTENT ACTIVITIES ON THE BASIS OF UNFORESEEN PUPIL REACTIONS AND/OR TIME PROBLEMS.	02490	34
		02490	35
		02490	36
*PREREQUISITE	MODULE 2489	02490	37
*EXPERIENCE	1. THE INSTRUCTOR WILL GIVE THE TRAIVEE, IN ADVANCE OF THE CLASS SESSION, A DESCRIPTION OF THE INSTRUCTIONAL SETTING OF THE EPISODE TO BE PREVIEWED AND RESPONDED TO. 2E.G. THE TWENTY-EIGHT FOURTH GRADERS IN YOUR CLASS ARE CONSIDERED TO BE (SLOW LEARNERS.) YOU ARE IN A RURAL CONSOLIDATED ELEMENTARY SCHOOL. YOUR OBJECTIVE IS TO ACQUAINT THE PUPILS WITH SYLLABLES BY UTILIZING A COMMERCIAL GAME INTENDED FOR THAT PURPOSE,+ 2. THE TRAINEE VIEWS A TAPED EPISODE INDEPENDENTLY IN AN A-V LABORATORY, SHOWING: A. THE TEACHER'S INTRODUCTION TO THE GAME AND IT'S OBJECTIVES. B. THE PUPILS'S QUESTIONS AND REACTIONS AS THEY BEGIN TO TASK, 2E.G. THEY ARE SO	02490	11
		02490	12
		02490	13
		02490	14
		02490	15
		02490	16
		02490	17
		02490	18
		02490	19
		02490	20
		02490	21
		02490	22

	EXCITED BY THIS NOVEL APPROACH TO LEARNING THAT THEIR	02490 23
	SENSE OF COMPETITION RUNS AWAY WITH THEM, THEY PLEAD TO	02490 24
	BE ALLOWED TO PLAY THE GAME ALL MORNING, HOWEVER, IN	02490 25
	THEIR EXCITEMENT THEY HAVE SKIPPED OVER THE INITIAL	02490 26
	LEARNINGS AND HAVE NOT GRASPED THEM AS INTENDED, 3. THE	02490 27
	TRAINEE WILL ACT OUT AND TAPE RECORD HIS RESPONSES TO	02490 28
	THESE CIRCUMSTANCES, EDITING AND RETAPING UNTIL THE	02490 29
	PRODUCT MEETS WITH HIS SATISFACTION, 4. THE INSTRUCTOR	02490 30
	WILL LISTEN TO THE TAPE AND PROVIDE FEEDBACK TO THE	02490 31
	TRAINEE REGARDING REMAINING WEAKNESSES IN THE ALTERNATION	02490 32
	OF SUBJECT MATTER TO SUIT UNANTICIPATED CIRCUMSTANCES.	02490 33
*SETTING	INDEPENDENT COLLEGE	02490 10
*MATERIALS	1. MIMEOGRAPHED DESCRIPTION OF INSTRUCTIONAL SETTING IN	02490 5
	EPISODE, 2. VIDEO-TAPED VIGNETTE OF CLASSROOM SITUATION	02490
	AS REQUIRED ABOVE, 3. TAPE RECORDING EQUIPMENT FOR	02490
	STUDENT PREVIEW AND REACTIONS.	02490
*LEVEL	ALL GRADES	02490 8
*GENERAL	ALL CANDIDATES	02490 7
*HOURS	1	02490 6
*EVALUATION	INSTRUCTOR JUDGMENT.	02490 38
*FILE	BLANK CHANGING SUBJECT MATTER CHANGING PACE	02490 9

*OBJECTIVES	RESOURCE FLOW FROM OWNERS TO BUSINESS (INPUT) AND OUTFLOW	02428013
	OF GOODS TO CONSUMERS. COORDINATION OF SYSTEM BY MARKET	02428014
	PROCESS,	02428015
*PREREQUISITE	NONE	02428016
*EXPERIENCE	SIMPLE ECONOMIC SYSTEM USING A CIRCULAR FLOW DIAGRAM IN	02428011
	WHICH THERE IS NO SAVING, INVESTMENT OR GOVERNMENT.	02428012
*SETTING	LARGE GROUP, COLLEGE	02428010
*MATERIALS	KUHN, CHAPTERS 30 AND 31	02428005
*LEVEL	ALL GRADES	02428008
*GENERAL	GENERALIST ALL CANDIDATES	02428007
*HOURS	1/2	02428006
*EVALUATION	NONE	02428017
*FILE	ECONOMICS MARKET PROCESSES	02428009

*OBJECTIVES	NEED FOR SYSTEM TO COORDINATE THE DECISIONS OF CONSUMERS-	02430013
	SAVERS WITH THESE OF INVESTORS-BUSINESSMEN. ROLE OF	02430014
	INVESTMENT, SAVINGS AND CONSUMPTION IN CYBERNETIC SYSTEM.	02430015
*PREREQUISITE	MODULE 2428	02430016
*EXPERIENCE	INTRODUCE SAVINGS AND INVESTMENT INTO CIRCULAR FLOW	02430011
	MECHANISM.	02430012
*SETTING	LARGE GROUP, COLLEGE	02430010
*MATERIALS	KUHN, CHAPTERS 30 AND 31, SAMUELSON, CHAPTER 11	02430005
*LEVEL	ALL GRADES	02430008
*GENERAL	GENERALIST ALL CANDIDATES	02430007
*HOURS	1	02430006
*EVALUATION	THERE ARE MARKETS FOR GOODS AND MARKETS FOR RESOURCES.	02430017
	DISCUSS AND EVALUATE THE COORDINATION OF THESE MARKETS IN	02430018
	A FREE ENTERPRISE SYSTEM.	02430019
*FILE	SAVINGS INVESTMENT CONSUMPTION	02430009

*OBJECTIVES	RESOURCES MAY BE USED TO PRODUCE: 1) CONSUMER GOODS, 2)	02431013
	INVESTMENT GOODS, AND 3) PUBLIC GOODS, THE MARKET SYSTEM	02431014
	COORDINATES THE CONFLICTING OBJECTIVES OF THE SYSTEM	02431015
	THROUGH THE PROCESS OF THE PRICE MECHANISM. THE	02431016
	PARTICULAR CHOICES OPEN TO A SOCIETY ARE CONSTANTLY	02431017
	UNDERGOING CHANGE AND EVALUATION BY COMPETING USERS	02431018

	(DEMANDORS) OF RESOURCES.	02431019
*PREREQUISITE	MODULES 2428 AND 2430	02431020
*EXPERIENCE	INTRODUCE GOVERNMENT INTO CIRCULAR FLOW DIAGRAM, INCLUDING EXPENDITURES AND TAXES.	02431011
		02431012
*SETTING	LARGE GROUP, COLLEGE	02431010
*MATERIALS	SAME AS FOR MODULES 2428 AND 2430	02431005
*LEVEL	ALL GRADES	02431008
*GENERAL	GENERALIST ALL CANDIDATES	02431007
*HOURS	1	02431006
*EVALUATION	EVALUATE THE ROLE OF THE INTEREST RATE IN THE COORDINATION OF THE DECISIONS OF SAVERS AND INVESTORS, AND WHAT EFFECT DOES THE LEVEL OF TAXES HAVE IN THE FUNCTIONING OF THE SYSTEM.	02431021
		02431022
		02431023
		02431024
*FILE	GOVERNMENT CIRCULAR FLOW DIAGRAM EXPENDITURES AND TAXES	02431009

*OBJECTIVES	SHORT RUN VERSUS LONG RUN, THE LEVEL OF EMPLOYMENT AND CONSUMPTION TODAY VERSUS A HIGH LEVEL OF OUTPUT OVER TIME, AND THE FACT THAT THESE ARE IN CONFLICT,	02432017
		02432018
		02432019
*PREREQUISITE	MODULES 2428, 30, 31	02432020
*EXPERIENCE	THE ECONOMIC SYSTEM AND THE MEASUREMENT OF ITS PERFORMANCE	02432012
	THE CONTRAST BETWEEN SHORT RUN PERFORMANCE AND LONG RUN GROWTH RATES AS WELL AS THE INTERACTION OF THE SHORT RUN AND LONG RUN. GROWTH RATES OVERTIME, AND LEVEL OF GROSS NATIONAL PRODUCT AT A PARTICULAR POINT IN TIME.	02432013
		02432014
		02432015
		02432016
*SETTING	LARGE GROUP, COLLEGE	02432011
*MATERIALS	SAMUELSON, CHAPTER 13	02432005
*LEVEL	ALL GRADES	02432008
*GENERAL	GENERALIST ALL CANDIDATES	02432007
*HOURS	1	02432006
*EVALUATION	SHOULD A SOCIETY USE CAPITAL INTENSIVE TECHNIQUES OR LABOR INTENSIVE TECHNIQUES AND WHAT ARE THE CONSEQUENCES	02432021
		02432022
*FILE	ECONOMIC SYSTEM SHORT RUN VS LONG RUN GROWTH CONSUMPTION VS OUTPUT	02432009
		02432010

*OBJECTIVES	TO IDENTIFY THE DIFFERENCES BETWEEN THESE FIVE MEASURES AND TO RECOGNIZE THAT EACH INFORMS ABOUT A DIFFERENT PERFORMANCE LEVEL OF AN ECONOMIC SYSTEM, IT IS NOT INTENDED THAT THE STUDENT LEARN HOW TO DO THE ACCOUNTING, BUT MERELY KNOW WHAT IS BEHIND THE VARIOUS CONCEPTS.	02433014
		02433015
		02433016
		02433017
*PREREQUISITE	SOME UNDERSTANDING OF THE THEORY OF DOUBLE ENTRY BOOKKEEPING AND A BALANCE SHEET, MODULS 2428, *30, 31 + 32	02433018
		02433019
		02433020
		02433021
*EXPERIENCE	FIVE MEASURES OF ECONOMIC PERFORMANCE OF THE SYSTEM. 1. GROSS NATIONAL PRODUCT 2. NOT NATIONAL PRODUCT 3. NATIONAL INCOME 4. PERSONAL INCOME 5. DISPOSABLE INCOME	02433011
		02433012
		02433013
*SETTING	LARGE GROUP, COLLEGE	02433010
*MATERIALS	SAMUELSON, CHAPTER 13	02433005
*LEVEL	ALL GRADES	02433008
*GENERAL	GENERALIST ALL CANDIDATES	02433007
*HOURS	3	02433006
*EVALUATION	FROM THE STANDPOINT OF MEASURING THE TOTAL PERFORMANCE OF AN ECONOMIC SYSTEM, WHICH OF THE VARIOUS YARDSTICKS IS MOST APPROPRIATE TO USE	02433022
		02433023
		02433024
*FILE	MEASURES OF ECONOMIC SYSTEM GNP INCOME DISPOSALS	02433009

*OBJECTIVES	TO PRESENT A BRIEF OVERALL SKETCH OF THE THEORY OF INCOME DETERMINATION	02434020
		02434021
*PREREQUISITE	ALL PREVIOUS MODULES	02434022

*EXPERIENCE	INCOME-CONSUMPTION + INVESTMENT + GOVERNMENT CONSUMPTION	02434011
	DEPENDS UPON INCOME INVESTMENT DEPENDS UPON THE PROFIT	02434012
	EXPECTATIONS OF BUSINESSMEN AND THE COST OF BORROWING	02434013
	MONEY, PROFIT EXPECTATIONS DEPEND UPON WHAT BUSINESSMEN	02434014
	BELIEVE IT WILL BE POSSIBLE TO SELL OUT OF THEIR POTENTIAL	02434015
	OUTPUT, OVER A SPECIFIC PERIOD OF TIME. COST OF	02434016
	BORROWING MONEY DEPENDS UPON SUPPLY OF AND DEMAND FOR	02434017
	MONEY, GOVERNMENT SPENDING DEPENDS UPON PUBLIC POLICY AND	02434018
	ITS OBJECTIVES AT THE MOMENT.	02434019
*SETTING	LARGE GROUP, COLLEGE	02434010
*MATERIALS	SAMUELSON, CHAPTER 13 KUHN, CHAPTER 32-33	02434005
*LEVEL	ALL GRADES	02434008
*GENERAL	GENERALIST ALL CANDIDATES	02434007
*HOURS	1 1/2	02434006
*EVALUATION	NONE	02434023
*FILE	INCOME DETERMINATION	02434009

*OBJECTIVES	DIAGRAM FOR SHOWING INCOME DETERMINATION, UNDER GIVEN	02435016
	ASSUMPTIONS.	02435017
*PREREQUISITE	MODULES 2428, 30, 31, 32, 33, 34 ESPECIALLY MODULE 243	02435018
*EXPERIENCE	INTRODUCE 45 DEGREE DIAGRAM, WITH GROSS EXPENDITURES IN	02435012
	THE VERTICAL AXIS AND GROSS INCOME AND EMPLOYMENT ON THE	02435013
	HORIZONTAL AXIS. THE 45 DEGREE LINE AS THE AGGREGATE	02435014
	SUPPLY SCHEDULE.	02435015
*SETTING	LARGE GROUP, COLLEGE	02435011
*MATERIALS	ARNOLD COLLERY, MACROECONOMICS, CHAPTERS 2 AND 3 SAMUELSON	02435005
	, CHAPTER 13	02435006
*LEVEL	ALL GRADES	02435009
*GENERAL	GENERALIST ALL CANDIDATES	02435008
*HOURS	1	02435007
*EVALUATION	NONE	02435019
*FILE	DIAGRAM FOR INCOME DETERMINATION	02435010

*OBJECTIVES	CONSUMPTION + SAVINGS EQUAL TO ONE. AGGREGATE SAVINGS IS	02436014
	THE RESIDUAL OF AGGREGATE CONSUMPTION	02436015
*PREREQUISITE	MODULES 2433 AND 2435	02436016
*EXPERIENCE	SHOW CONSUMPTION FUNCTION AND SAVINGS FUNCTION ON 45	02436011
	DEGREE DIAGRAM. THE NATURE OF THE CONSUMPTION FUNCTION.	02436012
	ASSUME FUNCTION IS LINEAR.	02436013
*SETTING	LARGE GROUP, COLLEGE	02436010
*MATERIALS	SAME AS MODULE 2435	02436005
*LEVEL	ALL GRADES	02436008
*GENERAL	GENERALIST ALL CANDIDATES	02436007
*HOURS	1	02436006
*EVALUATION	SHOW THE EFFECT UPON THE AGGREGATE CONSUMPTION FUNCTION OF	02436017
	AN OVERALL INCREASE IN THE PROPENSITY TO SAVE AT ALL	02436018
	LEVELS OF INCOME. WHY DOES THE SCHEDULE SHIFT	02436019
*FILE	DIAGRAM CONSUMPTION FUNCTION	02436009

*OBJECTIVES	TO SHOW THAT EQUILIBRIUM INCOME IS FOUND AT THE INCOME	02437014
	LEVEL WHERE $S=I$. SHOW THAT IF $S<I$, THEN $Y \uparrow$; IF $S>I$ THEN	02437015
	$Y \downarrow$; IF $S=I$ THEN $Y \rightarrow$.	02437016
*PREREQUISITE	MODULE 2436	02437017
*EXPERIENCE	GIVEN THE CONSUMPTION FUNCTION, INTRODUCE INVESTMENT	02437011
	FUNCTION WHERE THE LATTER IS AUTONOMOUS. SHOW EQUILIBRIUM	02437012
	WHERE $S=I$ AND WHERE $ED + ES$ ON 45 DEGREE DIAGRAM	02437013
*SETTING	LARGE GROUP, COLLEGE	02437010
*MATERIALS	SAME AS MODULE 2435 + 36	02437005

*LEVEL	ALL GRADES	02437808
*GENERAL	GENERALIST ALL CANDIDATES	02437807
*HOURS	2	02437006
*EVALUATION	GIVEN SOME LEVEL OF AGGREGATE INVESTMENT, SHOW THE EFFECT UPON THE LEVEL OF INCOME OF AN INCREASE IN THE PROPENSITY TO CONSUME AT ALL LEVELS OF INCOME. SHOW THAT ALTHOUGH (STILL) $S+I$, THE LEVEL OF INCOME HAS RISEN AND EXPLAIN WHY.	02437018 02437019 02437020 02437021 02437022
*FILE	EQUATIONS CONSUMPTION	02437009

*OBJECTIVES	TO SHOW THAT IT IS MORE REALISTIC TO ASSUME THAT SOME INVESTMENT IS AUTONOMOUS AND SOME INDUCED AND THAT AGGREGATE INVESTMENT AT ANY PARTICULAR LEVEL OF INCOME IS MADE UP OF BOTH ELEMENTS. BUSINESS MEN INVEST NOT ONLY TO TAKE ADVANTAGE OF TODAY'S INCOME LEVELS BUT ALSO IN ANTICIPATION OF INCOME LEVELS IN THE FUTURE.	02438013 02438014 02438015 02438016 02438017 02438018
*PREREQUISITE	MODULE 2437	02438019
*EXPERIENCE	MAKE INVESTMENT FUNCTION DEPENDENT UPON INCOME (INDUCED) AND SHOW THE EFFECT UPON THE LEVEL OF AGGREGATE INCOME.	02438011 02438012
*SETTING	LARGE GROUP, COLLEGE	02438010
*MATERIALS	SAME AS MODULE 2435, 2436 + 2437.	02438005
*LEVEL	ALL GRADES	02438008
*GENERAL	GENERALIST ALL CANDIDATES	02438007
*HOURS	1	02438006
*EVALUATION	WHEN WERE U.S. RAILROADS BUILT AND WAS THEIR INVESTMENT DUE TO WHAT INVESTORS HOPED TO GAIN AT THE TIME OR WAS IT MADE IN ANTICIPATION OF FUTURE INCOME WHY DO BUSINESSMEN INCREASE THEIR ORDERS WHEN TIMES ARE GOOD AND DECREASE THEM WHEN THINGS ARE SLACK	02438020 02438021 02438022 02438023 02438024
*FILE	INVESTMENT AGGREGATE INCOME	02438009

*OBJECTIVES	AGGREGATE LEVEL OF INCOME AND EMPLOYMENT DEPENDS UPON THREE STREAMS OF EXPENDITURES, CONSUMERS, INVESTORS AND GOVERNMENTS, SHOW DIAGRAMATIC PRESENTATION OF MATERIAL COVERED IN MODULES 2433 + 2434	02439013 02439014 02439015 02439016
*EXPERIENCE	INTRODUCE GOVERNMENT EXPENDITURE FUNCTION AND SHOW NEW EQUILIBRIUM LEVEL OF INCOME $Y=C+I+G$,	02439011 02439012
*SETTING	LARGE GROUP, COLLEGE	02439010
*MATERIALS	SAME AS MODULES 2435-38	02439005
*LEVEL	ALL GRADES	02439008
*GENERAL	GENERALIST ALL CANDIDATES	02439007
*HOURS	1	02439006
*EVALUATION	IF THE GOVERNMENT REDUCES ITS PURCHASES OF GOODS AND SERVICES, AND ASSUMING THERE IS NO CHANGE IN THE PROPENSITY TO CONSUME OR INVEST, WHAT WILL HAPPEN TO EMPLOYMENT	02439017 02439018 02439019 02439020
*FILE	EXPENDITURE DIAGRAM	02439009

*OBJECTIVES	TO SHOW THAT THE SIZE OF THE MULTIPLIER IS DETERMINED BY THE MARGINAL PROPENSITY TO SAVE. MULTIPLIER IS THE RAPIDITY WITH WHICH INCOME IS TURNED OVER IN THE ECONOMY, AND SAVINGS IS A LEAKAGE.	02440012 02440013 02440014 02440015
*PREREQUISITE	KNOWLEDGE OF FRACTIONS.	02440016
*EXPERIENCE	INTRODUCE MARGINAL PROPENSITY TO SAVE AND MULTIPLIER.	02440011
*SETTING	LARGE GROUP, COLLEGE	02440010
*MATERIALS	SAME AS MODULES 2435 2439	02440005
*LEVEL	ALL GRADES	02440008
*GENERAL	GENERALIST ALL CANDIDATES	02440007

*HOURS	1	02440906
*EVALUATION	NONE	02440917
*FILE	MULTIPLIER MARGINAL PROPENSITY SAVINGS	02440909

*OBJECTIVES	WHAT IS IMPORTANT IS THE CHANGE IN THE LEVEL OF INCOME, FOR INCOME IS SELDOM CONSTANT FOR ANY SIGNIFICANT TIME PERIOD. THE CHANGE IN INCOME, THEREFORE, IS DEPENDENT UPON THE RATE OF SPENDING AND CHANGES IN THE LEVEL OF INVESTMENT.	02441012 02441013 02441014 02441015 02441016 02441017
*PREREQUISITE	MODULES 2434, 2438 + 1240	02441011
*EXPERIENCE	MARGINAL PROPENSITY TO SAVE	02441010
*SETTING	LARGE GROUP, COLLEGE	02441005
*MATERIALS	SAME AS MODULES 2435-2440	02441008
*LEVEL	ALL GRADES	02441007
*GENERAL	GENERALIST ALL CANDIDATES	02441006
*HOURS	2	02441018
*EVALUATION	ASSUME $Y = \$100B$; MARGINAL PROPENSITY TO SAVE = 75%; $I = \$10B$. WHAT IS NEW LEVEL OF INCOME WORK NUMEROUS PROBLEMS LIKE ABOVE. $Y = \text{INCOME}$ $B = \text{BILLION}$	02441019 02441020 02441009
*FILE	INCOME CHANGE SPENDING INVESTMENT	

*OBJECTIVES	CHANGE IN INCOME DEPENDS NOT ONLY UPON CHANGE IN INVESTMENT BUT ALSO CHANGE IN GOVERNMENT SPENDING, ASSUMING CONSTANCY IN THE RATE OF CONSUMER SPENDING.	02442012 02442013 02442014 02442015
*PREREQUISITE	MODULES 2441 + 2439	02442011
*EXPERIENCE	INTRODUCE GOVERNMENT SPENDING	02442010
*SETTING	LARGE GROUP, COLLEGE	02442005
*MATERIALS	COLLEGE, CHAPTER 4	02442008
*LEVEL	ALL GRADES	02442007
*GENERAL	GENERALIST ALL CANDIDATES	02442006
*HOURS	1	02442016
*EVALUATION	ASSUME $Y = C + I + G$, WHERE $C = \$100B$, $I = \$25B$ AND $G = \$25B$. ASSUME MPS = .5, AND $I = \$10B$ AND $G = \$5B$. WHAT IS NEW LEVEL OF INCOME WORK ADDITIONAL PROBLEMS. $Y = \text{INCOME}$ $B = \text{BILLION}$	02442017 02442018 02442019 02442009
*FILE	GOVERNMENT SPENDING INVESTMENT	

*OBJECTIVES	FISCAL POLICY IS NOT ONLY GOVERNMENT SPENDING BUT ALSO GOVERNMENT TAXATION. DEPENDING UPON WHETHER GOVERNMENT DESIRES A BALANCED BUDGET, A DEFICIT OR A SURPLUS, IT CAN STIMULATE OR RETARD THE LEVEL OF INCOME AND EMPLOYMENT. THE DEGREE OF CHANGE WHICH GOVERNMENT CAN EFFECT DEPENDS UPON THE RATE OF GOVERNMENT SPENDING AND TAXATION. TAXATION REDUCES INCOME BY THE AMOUNT OF THE TAX MULTIPLIER AND EXPENDITURES INCREASE INCOME BY SOME MULTIPLE; HOWEVER THESE NEVER CANCEL EACH OTHER OUT, FOR BALANCED BUDGET MULTIPLIER IS ALWAYS ONE.	02443012 02443013 02443014 02443015 02443016 02443017 02443018 02443019 02443020 02443021 02443022
*PREREQUISITE	MODULES 2442, 2439 + 2434	02443011
*EXPERIENCE	INTRODUCE TAXES AND TAX MULTIPLIER	02443010
*SETTING	LARGE GROUP, COLLEGE	02443005
*MATERIALS	COLLEGE, CHAPTER 15	02443008
*LEVEL	ALL GRADES	02443007
*GENERAL	GENERALIST ALL CANDIDATES	02443006
*HOURS	1	02443023
*EVALUATION	ASSUME $Y = \$150B$ $I = \$25B$ $G = \text{IF GOVERNMENT SPENDS } \$10B \text{ AND TAXES } \$5B$, WHAT IS NEW LEVEL OF INCOME $Y = \text{INCOME}$ $B = \text{BILLION}$	02443024 02443025 02443009
*FILE	TAXES MULTIPLIER	

*OBJECTIVES	PRECEEDING MODULES HAVE NOT INTRODUCED MONETARY POLICY AND THIS REQUIRES UNDERSTANDING OF MONEY AND BANKING, 2444- WILL BE DEVOTED TO THIS PROBLEM.	02444014 02444015 02444016
*PREREQUISITE	NONE, EXCEPT KNOWLEDGE OF WHAT IS DIFFERENCE BETWEEN COIN, PAPER AND CHECKING ACCOUNTS.	02444017 02444018
*EXPERIENCE	ROLE OF MONEY IN ECONOMIC SYSTEM PRICES AND THE SUPPLY OF AND DEMAND FOR MONEY DEFINITION OF MONEY VELOCITY OF MONEY	02444011 02444012 02444013
*SETTING	LARGE GROUP, COLLEGE	02444010
*MATERIALS	SAMMUELSON, CHAPTER 14	02444005
*LEVEL	ALL GRADES	02444008
*GENERAL	GENERALIST ALL CANDIDATES	02444007
*HOURS	1/2	02444006
*EVALUATION	NONE	02444019
*FILE	MONEY POLICY BANKING	02444009

*OBJECTIVES	TO UNDERSTAND THE BASIS OF CREDIT IN THE ECONOMY AND MULTIPLE BANK EXPANSION OF THE MONEY SUPPLY.	02445012 02445013
*PREREQUISITE	SOME KNOWLEDGE OF BALANCE SHEET AND DOUBLE ENTRY BOOKKEEPING.	02445014 02445015
*EXPERIENCE	THE COMMERCIAL BANKING SYSTEM AND CREDIT CREATION	02445011
*SETTING	LARGE GROUP, COLLEGE	02445010
*MATERIALS	SAME AS MODULE 2444	02445005
*LEVEL	ALL GRADES	02445008
*GENERAL	GENERALIST ALL CANDIDATES	02445007
*HOURS	2 + 1/2	02445006
*EVALUATION	WHAT IS CREDIT CREATION AND HOW IS IT AFFECTED BY THE DESIRE ON THE PART OF THE PUBLIC TO BORROW MONEY AND THE DESIRE FOR BANKS TO LOAN WHY ARE BANKS ALWAYS INTERESTED IN LOANING MORE MONEY	02445016 02445017 02445018 02445019
*FILE	BANKING SYSTEM CREDIT	02445009

*OBJECTIVES	INSTITUTIONAL NATURE OF CENTRAL BANK CONTROL IN THE UNITED STATES	02446012 02446013
*PREREQUISITE	SOME UNITED STATES HISTORY AND KNOWLEDGE OF BANKING PRACTICES MODULES 2444 + 2445	02446014 02446015
*EXPERIENCE	THE FEDERAL RESERVE SYSTEM	02446011
*SETTING	LARGE GROUP, COLLEGE	02446010
*MATERIALS	SAME AS MODULE 2445	02446005
*LEVEL	ALL GRADES	02446008
*GENERAL	GENERALIST ALL CANDIDATES	02446007
*HOURS	1	02446006
*EVALUATION	NONE	02446016
*FILE	FEDERAL RESERVE SYSTEM CENTRAL BANK CONTROL	02446009

*OBJECTIVES	TO UNDERSTAND THE VARIOUS CONTROLS WHICH THE FEDERAL RESERVE BOARD OF GOVERNORS HAS AT ITS DISPOSAL TO INFLUENCE THE SUPPLY OF MONEY (CREDIT) IN THE SYSTEM, EMPHASIS UPON THE PURPOSE OF VARIOUS TECHNIQUES FOR CONTROLLING THE SIZE OF THE PUBLIC (NATIONAL) DEBT AND THE PRIVATE DEBT. TO UNDERSTAND THAT THE MONEY SUPPLY IS DEPENDENT UPON THE SIZE OF PUBLIC AND PRIVATE DEBT AND THAT THE CONTROL OF SAME CONTROLS THE MONEY SUPPLY.	02447013 02447014 02447015 02447016 02447017 02447018 02447019 02447020
*PREREQUISITE	MODULES 2444-2446 AND 2434	02447021
*EXPERIENCE	RESERVE REQUIREMENTS OPEN MARKET OPERATIONS - THE PUBLIC DEBT DISCOUNT RATE	02447011 02447012

*SETTING	LARGE GROUP, COLLEGE	02447810
*MATERIALS	SAMUELSON, CHAPTER 14 FEDERAL RESERVE WORK BOOK	02447805
*LEVEL	ALL GRADES	02447808
*GENERAL	GENERALIST ALL CANDIDATES	02447807
*HOURS	3	02447806
*EVALUATION	THE EFFECTIVENESS OF FEDERAL RESERVE. POLICY DEPENDS UPON	02447022
	THE DEGREE TO WHICH THE BANKING SYSTEM, THE PUBLIC, AND	02447023
	THE GOVERNMENT ARE IN AGREEMENT WITH OBJECTIVES OF	02447024
	FEDERAL RESERVE POLICY. DISCUSS AND EVALUATE.	02447025
*FILE	PUBLIC DEBT DISCOUNT RATE	02447009

*OBJECTIVES	TO UNDERSTAND THE DIFFERENCES BETWEEN MONETARY AND FISCAL	02448013
	POLICY AND TO APPRECIATE THAT AT TIMES THEY ARE IN	02448014
	CONFLICT AND AT TIMES THEY COMPLEMENT EACH OTHER, PROPER	02448015
	CONTROL AND REGULATION OF PUBLIC POLICY REQUIRES AN	02448016
	INTERGRATION OF MONETARY AND FISCAL POLICIES.	02448017
*PREREQUISITE	ALL PREVIOUS MODULES	02448018
*EXPERIENCE	MONETARY POLICY VERSUS FISCAL POLICY	02448012
*SETTING	LARGE GROUP, COLLEGE	02448011
*MATERIALS	SAME AS MODULE 2447 BULLETIN OF ST. LOUIS FEDERAL RESERVE	02448005
	BANK, APRIL 1968	02448006
*LEVEL	ALL GRADES	02448009
*GENERAL	GENERALIST ALL CANDIDATES	02448008
*HOURS	2	02448007
*EVALUATION	TO WHAT EXTENT HAS MONETARY POLICY BEEN SUCCESSFUL IN	02448019
	DEALING WITH RECENT INFLATIONARY TENDENCIES OF THE UNITED	02448020
	STATES ECONOMY WHICH IS MOST EFFECTIVE, MONETARY OR	02448021
	FISCAL POLICIES	02448022
*FILE	MONETARY POLICY FISCAL POLICY	02448010

GENERAL-LIBERAL EDUCATION

SOCIAL SCIENCE

POLITICAL SYSTEMS

Rapid social change presents higher education with an extraordinary challenge. Courses that are heavily laden with factual materials organized around conventional categories do not address themselves to this challenge. These courses fail for two reasons. First, the factual materials that the students try to commit to memory are oftentimes obsolete as soon as they are learned; and second, conventional categories are unable to accommodate to a rapidly changing social reality. The consequences that follow from these failures are both familiar and disturbing. Students come to feel that the courses that they have been required to take are irrelevant. Anti-intellectualism becomes an unanticipated by-product of education. In addition, the student confronts the social world armed with discrete facts that are tied together by a conceptual system drawn from the conventional wisdom. Event follows event. Nothing has drift or relation. Everything stands by itself and comes and goes like the shifting scenes of a show, which leave the viewer where he was. Future teachers who experience fragmented education can neither be expected to stimulate curiosity, nor provoke intellectual discipline on the part of children that they teach.

The overall objectives for this section were formulated with these thoughts in mind. A distinction is first made between contextual knowledge and information. Contextual knowledge is an understanding of the relationships between the basic variables relevant to some given field of operations. Information is data about current or past developments in the status of those variables which are objects of contextual knowledge. An overall objective is to understand the relationship between the basic variables of any political system, not to provide data about current or past developments in the status of those variables.

The component introduces the student to a selective aspect of contemporary political theory. The questions that the theory raises can be asked of a variety of political settings ranging from a university or public school system to a city or national political system. An explicit structure allows students to make sense out of rapidly changing information about different political settings. The types of questions that the theory is concerned with are:

1. Under what conditions will non-leaders attempt to influence formal authorities?
2. What types of issues will they try to influence?
3. What kind of influence are they likely to use?
4. What types of response can be expected of formal authorities when faced with influence attempts?

We start with the following components of a political system:

1. A set of political actors (individuals, coalitions, formal organizations) who divided into two groups:
 - a. Non-leaders
 - b. Formal authorities
2. The political actors have alternative policy preferences which may or may not be articulated into overt political demands (issues).
3. Each actor has a base of political influence that may be used in varying degrees. The size of the base changes as the political process unfolds.
4. Non-leaders have varying degrees of trust in:
 - a. Formal authorities
 - b. Political institutions
 - c. The rules of the political game

The level of trust changes as the political process unfolds.

5. All political actors cannot have their demands satisfied at once. Demand structures are heterogeneous.

The system is put into motion by two motivational postulates. Formal authorities want to remain in authoritative positions. Non-leaders want their demands met.

The first seven experience modules relate to the assertion that all political actors cannot have their demands satisfied at once. The occurrence of heterogeneous demand structures alerts us to the fact that political decisions must allocate among competing preferred states of affairs. The first seven experience modules deal with political systems as allocative systems. They also deal with a complementary problem. The formal authorities within a political system are called upon to lead. In order to achieve policy goals they are required to mobilize resources and trust while dealing with conflict. The idea of politics as the mobilization of resources by formal authorities is introduced. At the end of the first seven experience modules students write a short paper contrasting the basic assumptions that have been made upon the two problems of allocation and mobilization.

Experience modules 2364 through 2371 relate to the assertion that non-leaders have varying degrees of trust in formal authorities, political institutions and the rules of the political game. The concept of levels of trust or support serves as a link between the behavior of non-leaders and the behavior of formal authorities. Trust and sense of political potency in combination provide the students with the necessary concepts that should permit them to state hypotheses about the conditions under which non-leaders attempt to influence formal authorities triggering off an allocative process.

Experience modules 2371 through 2376 relate to the assertion that political actors have a base of political influence that may be used in varying degrees to actualize their preferences. Power and influence are central concepts in the analysis of any political system. The students are taken through a series of

distinctions between bases of power, types of influence in use, and the scope of influence attempts. The students are made aware of the conceptual and measurement problems that are involved in the use of concepts like power and influence. They are given the tools to hypothesize about the types of influence non-leaders are likely to use under varying conditions.

Experience modules 2377 to the conclusion of this segment relate to the behavior of formal authorities. Once preferences have been translated into demands, influence is exerted and an issue is joined, what types of responses can be expected of formal authorities? The students are acquainted with four political processes: the alteration of decisional outcomes, sanctions, co-optation and symbolic reassurance. The conditions under which each of these processes will be activated are discussed. A short paper is required which concerns a discussion of these processes or problems in the definition and measurement of power and influence.

The types of questions raised by the political theory can be usefully applied to contemporary social movements like the student movement, the peace movement, the Black Power movement and teacher unionization. It also develops an approach to political problems that can be transferred to the teaching of the new social studies. Many of the traditional topics that the primary school teacher touches upon in social studies can be assimilated to the grid provided by this sequence.

*OBJECTIVES	TO BE ABLE TO IDENTIFY ALLOCATIVE PROCESSES IN DIVERSE POLITICAL SETTINGS.	02449012
		02449013
*PREREQUISITE	NONE	02449014
*EXPERIENCE	READ W. GAMSON, POWER AND DISCONTENT, CH. 1 AND 2.	02449011
*SETTING	INDEPENDENT, COLLEGE	02449010
*MATERIALS	NONE	02449005
*LEVEL	ALL GRADES	02449008
*GENERAL	GENERALIST ALL CANDIDATES	02449007
*HOURS	2	02449006
*EVALUATION	SEE MODULE 2456	02449015
*FILE	POWER CONFLICT POLITICS	02449009

*OBJECTIVES	TO IDENTIFY THE MAIN GOALS OF THE COURSE,	02450027
*PREREQUISITE	MODULE 2449	02450028
*EXPERIENCE	LECTURE THE LECTURE WILL EXPLAIN WHY POLITICS CAN BE REGARDED AS PART OF ANY COLLECTIVE CHOICE REGARDLESS OF THE CONTEXT, IT WILL INDICATE THAT THE COURSE WILL BE CONCERNED WITH ANY SET OF POLITICAL ACTORS (INDIVIDUALS, FORMAL ORGANIZATIONS, COALITIONS), WITH VARYING AMOUNTS OF INFLUENCE, WHO ATTEMPT TO ACTUALIZE THEIR POLICY PREFERENCES VIS A VIS A SET OF FORMAL AUTHORITIES THAT HAVE PREFERENCES AND INFLUENCE. IT WILL DEMONSTRATE WITH A FEW EXAMPLES HOW THIS FORMULATION CAN BE APPLIED TO SUCH DIVERSE CONTEXTS AS A UNIVERSITY, A PUBLIC SCHOOL SYSTEM AND A NATIONAL POLITICAL SYSTEM. IT WILL INDICATE THAT THE FOLLOWING QUESTIONS ARE RAISED REGARDLESS OF CONTEXT. UNDER WHAT CONDITIONS WILL POLITICAL ACTORS ATTEMPT TO INFLUENCE FORMAL AUTHORITIES WHAT KIND OF INFLUENCE WILL THEY USE WHAT TYPE OF ISSUE WILL THEY TRY TO INFLUENCE WHAT WILL BE THE RESPONSE OF THE FORMAL AUTHORITIES	02450011 02450012 02450013 02450014 02450015 02450016 02450017 02450018 02450019 02450020 02450021 02450022 02450023 02450024
	LARGE GROUP, COLLEGE	02450025
*SETTING		02450026
*MATERIALS	NONE	02450010
*LEVEL	ALL GRADES	02450005
*GENERAL	GENERALIST ALL CANDIDATES	02450008
*HOURS	50 MINUTES	02450007
*EVALUATION	SEE MODULE 2456	02450006
*FILE	POWER RELATIONS POLICY DEVELOPMENT	02450029 02450009

*OBJECTIVES	TO BE ABLE TO IDENTIFY ALLOCATIVE PROCESSES IN DIVERSE POLITICAL SETTINGS.	02451016
		02451017
*PREREQUISITE	MODULE 2450	02451018
*EXPERIENCE	READ D. EASTON, THE POLITICAL SYSTEM, CH. 5. W. MITCHELL, THE AMERICAN POLITY, PP. 8-10. R. S. CAHILL + M. N. GOLDSTEIN, *NOTES ON A THEORY OF POLITICAL ACTUALIZATION: A PARADIGN OF THE POLITICAL PROCESS* IN W. J. GORE + J. W. DYSON (ED.) THE MAKING OF DECISIONS, PP. 359-383, INDEPENDENT, COLLEGE	02451011 02451012 02451013 02451014 02451015
*SETTING		02451010
*MATERIALS	NONE	02451005
*LEVEL	ALL GRADES	02451008
*GENERAL	GENERALIST ALL CANDIDATES	02451007
*HOURS	2	02451006
*EVALUATION	SEE MODULE 2456	02451019
*FILE	ALLOCATIVE PROCESSES POLITICAL SETTINGS	02451009

*OBJECTIVES	TO BE ABLE TO IDENTIFY ALLOCATIVE PROCESSES IN DIVERSE POLITICAL SETTINGS.	02452017
		02452018
*PREREQUISITE	MODULE 2451	02452019
*EXPERIENCE	CLASS DISCUSSIONS WHAT DO THE WRITERS WE HAVE READ MEAN WHEN THEY DESCRIBE POLITICS AS THE AUTHORITATIVE ALLOCATION OF RESOURCES AND VALUES CAN A SINGLE CLASSROOM BE REGARDED AS AN ALLOCATIVE SYSTEM CAN A FAMILY BE REGARDED AS AN ALLOCATIVE SYSTEM CAN A UNIVERSITY BE REGARDED AS AN ALLOCATIVE SYSTEM WHY	02452011 02452012 02452013 02452014 02452015 02452016
*SETTING	LARGE GROUP, COLLEGE	02452010
*MATERIALS	NONE	02452005
*LEVEL	ALL GRADES	02452008
*GENERAL	GENERALIST ALL CANDIDATES	02452007
*HOURS	50 MINUTES	02452006
*EVALUATION	SEE MODULE 2456	02452020
*FILE	RESOURCES + VALUES ALLOCATION	02452009

*OBJECTIVES	TO BE ABLE TO DIFFERENTIATE BETWEEN POLITICS AS THE ALLOCATION OF VALUES, AND POLITICS AS A SET OF PROCESSES IN WHICH FORMAL AUTHORITIES ATTEMPT TO MOBILIZE RESOURCES TO CREATE COLLECTIVE GOODS.	02453015 02453016 02453017 02453018
*PREREQUISITE	MODULE 2452	02453019
*EXPERIENCE	READ T. PARSONS, *THE DISTRIBUTION OF POWER IN AMERICAN SOCIETY*, WORLD POLITICS, OCT. 1957, PP. 123-143, W. MITCHELL, *POLITICS AS THE ALLOCATION OF VALUES: A CRITIQUE*, ETHICS, JANUARY, 1961, PP. 79-89.	02453011 02453012 02453013 02453014
*SETTING	INDEPENDENT, COLLEGE	02453010
*MATERIALS	NONE	02453005
*LEVEL	ALL GRADES	02453008
*GENERAL	GENERALIST ALL CANDIDATES	02453007
*HOURS	2	02453006
*EVALUATION	SEE MODULE 2456	02453020
*FILE	COLLECTIVE GOODS POWER DISTRIBUTION	02453009

*OBJECTIVES	TO BE ABLE TO DIFFERENTIATE BETWEEN POLITICS AS THE ALLOCATION OF VALUES AND POLITICS AS A SET OF PROCESSES IN WHICH FORMAL AUTHORITIES ATTEMPT TO MOBILIZE RESOURCES TO CREATE COLLECTIVE GOODS, TO BE ABLE TO IDENTIFY THESE PROCESSES IN DIVERSE INSTITUTIONAL SETTINGS.	02454017 02454018 02454019 02454020 02454021
*PREREQUISITE	MODULE 2453	02454022
*EXPERIENCE	LECTURE THE LECTURE WILL CONTRAST AND COMPARE THE ATTEMPT TO MOBILIZE A POLITICAL SYSTEM AS A SET OF PROCESSES IN WHICH LEADERS ATTEMPT TO MOBILIZE RESOURCES TO CREATE COLLECTIVE GOODS. T. PARSONS'S ARTICLE CITED IN MODULE 5 AND CH. 5 IN DAVID EASTON'S THE POLITICAL SYSTEM WILL BE CAREFULLY COMPARED.	02454011 02454012 02454013 02454014 02454015 02454016
*SETTING	LARGE GROUP, COLLEGE	02454010
*MATERIALS	NONE	02454005
*LEVEL	ALL GRADES	02454008
*GENERAL	GENERALIST ALL CANDIDATES	02454007
*HOURS	50 MINUTES	02454006
*EVALUATION	SEE MODULE 2456	02454023
*FILE	PROCESSES OF RESOURCE MOBILIZATION	02454009

*OBJECTIVES	TO BE ABLE TO DIFFERENTIATE BETWEEN POLITICS AS THE ALLOCATION OF VALUES AND POLITICS AS A SET OF PROCESSES IN WHICH FORMAL AUTHORITIES ATTEMPT TO MOBILIZE RESOURCES TO CREATE COLLECTIVE GOODS, TO BE ABLE TO IDENTIFY THE ASSUMPTIONS BEHIND THESE TWO VIEWS, TO BE ABLE TO SYNTHESIZE THEM INTO A COHERENT VIEW OF POLITICAL SYSTEMS.	02456020 02456021 02456022 02456023 02456024 02456025
*PREREQUISITE	MODULES 2428-2434	02456026
*EXPERIENCE	THE STUDENT WILL TURN IN A FIVE-PAGE TYPEWRITTEN PAPER BASED ON THE PREVIOUS MODULES. THE PAPER WILL BE DIRECTED TOWARD ANSWERING THE FOLLOWING QUESTIONS. WHAT ARE THE CENTRAL ASSUMPTIONS BEHIND THE IDEA OF POLITICS AS THE ALLOCATION OF SCARCE RESOURCES WHAT ARE THE CENTRAL ASSUMPTIONS BEHIND THE IDEA OF POLITICS AS THE MOBILIZATION OF RESOURCES HOW MIGHT THESE TWO VIEWS OF A POLITICAL SYSTEM BE BROUGHT TOGETHER IN THE SAME THEORETICAL MODEL	02456011 02456012 02456013 02456014 02456015 02456016 02456017 02456018 02456019
*SETTING	INDEPENDENT, COLLEGE	02456010
*MATERIALS	NONE	02456005
*LEVEL	ALL GRADES	02456008
*GENERAL	GENERALIST ALL CANDIDATES	02456007
*HOURS	5	02456006
*EVALUATION	A FIVE-PAGE ESSAY	02456027
*FILE	RESOURCE ALLOCATION VALUE ALLOCATION	02456009

*OBJECTIVES	TO IDENTIFY THE RANGE OF ISSUES RAISED BY THE PAPERS.	02457015
*PREREQUISITE	MODULE 2456	02457016
*EXPERIENCE	SMALL GROUP DISCUSSION THE STUDENTS WILL FORM SMALL DISCUSSION GROUPS, ONE PERSON IN EACH GROUP WILL SUMMARIZE THEIR PAPER, THE REST OF THE GROUP WILL COMMENT UPON THE SUMMARY ON THE BASIS OF THEIR PAPERS.	02457011 02457012 02457013 02457014
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	02457010
*MATERIALS	NONE	02457005
*LEVEL	ALL GRADES	02457008
*GENERAL	GENERALIST ALL CANDIDATES	02457007
*HOURS	25 MINUTES	02457006
*EVALUATION	SEE MODULE 2458	02457017
*FILE	SMALL GRP DISCUSSION SOCIAL ISSUES	02457009

*OBJECTIVES	TO IDENTIFY THE RANGE OF ISSUES RAISED IN THE SMALL GROUP DISCUSSIONS,	02458014
*PREREQUISITE	MODULE 2457	02458015
*EXPERIENCE	CLASS DISCUSSION THE STUDENTS WILL COME TOGETHER AS A CLASS AND INDIVIDUALS WILL BE CALLED UPON TO SUMMARIZE THE ISSUES RAISED IN THE SMALL GROUP DISCUSSIONS,	02458016
*SETTING	LARGE GROUP, COLLEGE	02458011
*MATERIALS	NONE	02458012
*LEVEL	ALL GRADES	02458013
*GENERAL	GENERALIST ALL CANDIDATES	02458010
*HOURS	25 MINUTES	02458005
*EVALUATION	THE LEVEL OF CLASS PARTICIPATION AND THE RANGE OF ISSUES RAISED.	02458008
*FILE	SMALL GRP DISCUSSIONS	02458006
		02458017
		02458018
		02458009

*OBJECTIVES	TO BE ABLE TO IDENTIFY WHY TRUST AND SUPPORT IS AN IMPORTANT VARIABLE IN THE ANALYSIS OF POLITICAL SYSTEMS. TO BE ABLE TO DIFFERENTIATE BETWEEN DIFFERENT LEVELS OF TRUST AND SUPPORT (AUTHORITATIVE, INSTITUTIONS, REGIME AND POLITICAL COMMUNITY), TO BE ABLE TO SPECIFY HOW TRUST IS A LINK BETWEEN THE BEHAVIOR OF POLITICAL ACTORS AND FORMAL AUTHORITIES,	02459015
*PREREQUISITE	MODULE 2458	02459016
*EXPERIENCE	READ W. GAMSON, POWER AND DISCONTENT, CH. 3. G. ALMOND + S. VERBA, *POWER AND RESPONSIVENESS* IN THE CIVIC CULTURE, PP. 476-479, D. EASTON, *AN APPROACH TO THE ANALYSIS OF POLITICAL SYSTEMS,* WORLD POLITICS, 9, 1957.	02459017
*SETTING	INDEPENDENT, COLLEGE	02459018
*MATERIALS	NONE	02459019
*LEVEL	ALL GRADES	02459020
*GENERAL	GENERALIST ALL CANDIDATES	02459021
*HOURS	3	02459022
*EVALUATION	SEE MODULE 2463	02459011
*FILE	ACCEPTANCE POLITICAL CLIMATE	02459012
		02459013
		02459014
		02459010
		02459005
		02459008
		02459007
		02459006
		02459023
		02459009

*OBJECTIVES	STATED ABOVE IN EXPERIENCE PORTION.	02460018
*PREREQUISITE	MODULE 2459	02460019
*EXPERIENCE	THE LECTURE WILL EXPLAIN: (A) WHY TRUST AND SUPPORT IS AN IMPORTANT VARIABLE IN THE ANALYSIS OF POLITICAL SYSTEMS. (B) WHY IT IS IMPORTANT TO DISTINGUISH BETWEEN DIFFERENT LEVELS OF TRUST AND SUPPORT (AUTHORITATIVES, INSTITUTIONS, REGIME AND POLITICAL COMMUNITY). (C) HOW TRUST IS A LINK BETWEEN THE BEHAVIOR OF POLITICAL ACTORS AND FORMAL AUTHORITIES,	02460011
*SETTING	LARGE GROUP, COLLEGE	02460012
*MATERIALS	NONE	02460013
*LEVEL	ALL GRADES	02460014
*GENERAL	GENERALIST ALL CANDIDATES	02460015
*HOURS	30 MINUTES	02460016
*EVALUATION	SEE MODULE 2463	02460017
*FILE	CLIMATE	02460010
		02460005
		02460008
		02460007
		02460006
		02460020
		02460009

*OBJECTIVES	TO IDENTIFY THE AREAS OF UNCERTAINTY ABOUT THE READINGS AND LECTURE.	02461012
*PREREQUISITE	MODULE 2460	02461013
		02461014

*EXPERIENCE	INTENSIVE QUESTION AND ANSWER SESSION.	02461011
*SETTING	LARGE GROUP, COLLEGE	02461010
*MATERIALS	NONE	02461005
*LEVEL	ALL GRADES	02461008
*GENERAL	GENERALIST ALL CANDIDATES	02461007
*HOURS	30 MINUTES	02461006
*EVALUATION	NONE	02461015
*FILE	QUESTIONS + ANSWERS	02461009

*OBJECTIVES	TO DIFFERENTIATE BETWEEN SPECIFIC AND DIFFUSE TRUST. TO SPECIFY THE RELATIONSHIP BETWEEN TRUST IN FORMAL AUTHORITIES AND THE RATE OF INFLUENCE ATTEMPTS BY POLITICAL ACTORS.	02462013 02462014 02462015 02462016
*PREREQUISITE	MODULE 2461	02462017
*EXPERIENCE	READ DAVID EASTON, A SYSTEM ANALYSIS OF POLITICAL LIFE, CH. 17-21,	02462011 02462012
*SETTING	INDEPENDENT, COLLEGE	02462010
*MATERIALS	NONE	02462005
*LEVEL	ALL GRADES	02462008
*GENERAL	GENERALIST ALL CANDIDATES	02462007
*HOURS	3	02462006
*EVALUATION	SEE MODULE 2463	02462018
*FILE	POLITICS TRUST	02462009

*OBJECTIVES	TO IDENTIFY THE RELATIONSHIP BETWEEN TRUST AND POLITICAL INFLUENCE.	02463015 02463016
*PREREQUISITE	MODULE 2462	02463017
*EXPERIENCE	CLASS DISCUSSION WHAT IS THE DISTINCTION BETWEEN SPECIFIC AND DIFFUSE TRUST UNDER WHAT CONDITIONS WILL THERE BE AN INVERSE RELATIONSHIP BETWEEN TRUST IN FORMAL AUTHORITIES AND THE RATE OF INFLUENCE ATTEMPTS BY POLITICAL ACTORS WHY	02463011 02463012 02463013 02463014
*SETTING	LARGE GROUP, COLLEGE	02463010
*MATERIALS	NONE	02463005
*LEVEL	ALL GRADES	02463008
*GENERAL	GENERALIST ALL CANDIDATES	02463007
*HOURS	50 MINUTES	02463006
*EVALUATION	NONE	02463018
*FILE	TRUST POLITICAL INFLUENCE	02463009

*OBJECTIVES	TO COMPARE TWO MEASURES OF VARIABLES DISCUSSED IN THE THEORETICAL LITERATURE.	02464017 02464018
*PREREQUISITE	MODULE 2463	02464019
*EXPERIENCE	THE CLASS WILL BE GIVEN A FIVE ITEM POLITICAL CYNICISM SCALE AND A FOUR ITEM POLITICAL EFFICIENCY SCALE,	02464015 02464016
*SETTING	LARGE GROUP, COLLEGE	02464014
*MATERIALS	THE FIVE ITEM POLITICAL CYNICISM SCALE FOUND IN AGGER, GOLDSTEIN AND PEARL, #POLITICAL SYNICISM# MEASUREMENT AND MEANING, JOURNAL OF POLITICS, 1961, PP. 477-506, THE FOUR ITEM POLITICAL EFFICACY SCALE FOUND IN A. CAMPBELL ET AL., THE VOTER DECIDES.	02464005 02464006 02464007 02464008 02464009
*LEVEL	ALL GRADES	02464012
*GENERAL	GENERALIST ALL CANDIDATES	02464011
*HOURS	20 MINUTES	02464010
*EVALUATION	NONE	02464020
*FILE	THEORY CYNICISM SCALE EFFICIENCY SCALE	02464013

*OBJECTIVES	TO BE ABLE TO IDENTIFY TWO MEASURES THAT HAVE BEEN USED FREQUENTLY TO OPERATIONALIZE TWO THEORETICAL TERMS.	02465015 02465016 02465017
*PREREQUISITE	MODULE 2464	02465010
*SETTING	LARGE GROUP, COLLEGE	02465011
*EXPERIENCE	CLASS EXERCISE AND DISCUSSION THE CLASS WILL BE TOLD HOW TO SCORE THEIR ANSWERS. THE CLASS WILL DISCUSS THE TWO MEASURES AS SOURCES OF INFORMATION ABOUT THE PROBABILITY OF INFLUENCE ATTEMPTS BY POLITICAL ACTORS.	02465012 02465013 02465014
*LEVEL	ALL GRADES	02465008
*MATERIALS	MATERIALS USED IN MODULE #15	02465005
*GENERAL	GENERALIST ALL CANDIDATES	02465007
*HOURS	30 MINUTES	02465006
*EVALUATION	NONE	02465018
*FILE	MEASURES OF POLITICS	02465009

*OBJECTIVES	TO IDENTIFY THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED IN DEFINING POWER AND INFLUENCE.	02466014 02466015 02466016
*PREREQUISITE	MODULE 2465	02466011
*EXPERIENCE	READ W. GAMSON, POWER AND DISCONTENT, CH. 4 AND 5. T. CLARK, THE CONCEPT OF POWER, SOUTHWESTERN SOCIAL SCIENCE QUARTERLY, DEC., 1967.	02466012 02466013 02466010
*SETTING	INDEPENDENT, COLLEGE	02466005
*MATERIALS	NONE	02466008
*LEVEL	ALL GRADES	02466007
*GENERAL	GENERALIST ALL CANDIDATES	02466006
*HOURS	3	02466017
*EVALUATION	SEE MODULE 2468	02466019
*FILE	POWER INFLUENCE DISCONTENT	02466009

*OBJECTIVES	TO IDENTIFY THE MAJOR PROBLEMS ENCOUNTERED IN DEFINING POWER AND INFLUENCE.	02467014 02467015 02467016
*PREREQUISITE	MODULE 2466	02467011
*EXPERIENCE	LECTURE WHAT ARE THE MAJOR PROBLEMS ENCOUNTERED IN DEFINING POWER AND INFLUENCE HOW HAS GAMSON MET THESE PROBLEMS	02467012 02467013 02467010
*SETTING	LARGE GROUP, COLLEGE	02467005
*MATERIALS	NONE	02467008
*LEVEL	ALL GRADES	02467007
*GENERAL	GENERALIST ALL CANDIDATES	02467017
*EVALUATION	SEE MODULE 2468	02467009
*FILE	POWER INFLUENCE	02467006
*HOURS	50 MINUTES	

*OBJECTIVES	TO EVALUATE THE PREVIOUS TWO MODULES BY ASKING THE STUDENTS TO SOLVE A PROBLEM.	02468016 02468017 02468018
*PREREQUISITE	MODULE 2467	02468011
*EXPERIENCE	CLASS DISCUSSION THE CLASS WILL BE ASKED TO THINK OF THEIR FAMILIES AS SMALL POLITICAL SYSTEMS. HOW DO THE PROBLEMS RAISED IN THE PREVIOUS LECTURE AND READINGS APPLY TO THE DEFINITIONS AND ATTRIBUTION OF POWER IN FAMILY DECISION-MAKING SITUATIONS	02468012 02468013 02468014 02468015
*SETTING	LARGE GROUP, COLLEGE	02468010
*MATERIALS	NONE	02468005
*LEVEL	ALL GRADES	02468008
*GENERAL	GENERALIST ALL CANDIDATES	02468007
*HOURS	50 MINUTES	02468006
*EVALUATION	BLANK	02468019
*FILE	POLITICAL SYSTEMS FAMILIES	02468009

*OBJECTIVES	TO IDENTIFY THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED IN MEASURING POWER AND INFLUENCE,	02469017
*PREREQUISITE	MODULE 2468	02469018
*EXPERIENCE	READ H. SIMON, *NOTES ON THE OBSERVATION AND MEASUREMENT OF POLITICAL POWER, * JOURNAL OF POLITICS, NOV., 1953, R. DAHL, *THE CONCEPT OF POWER, * BEHAVIORAL SCIENCE, JULY, 1957, PP. 201-218, W. RIKER, *SOME AMBIGUITIES IN THE NOTION OF POWER, *AMERICAN POLITICAL SCIENCE REVIEW, JUNE, 1964.	02469019
*SETTING	INDEPENDENT, COLLEGE	02469011
*MATERIALS	NONE	02469012
*LEVEL	ALL GRADES	02469013
*GENERAL	GENERALIST ALL CANDIDATES	02469014
*HOURS	4	02469015
*EVALUATION	SEE MODULE 2476	02469016
*FILE	POWER INFLUENCE	02469005
		02469008
		02469007
		02469006
		02469020
		02469009

*OBJECTIVES	TO IDENTIFY THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED IN MEASURING POWER AND INFLUENCE.	02470013
*PREREQUISITE	MODULE 2469	02470014
*EXPERIENCE	LECTURE WHAT ARE THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED IN MEASURING POWER AND INFLUENCE	02470015
*SETTING	LARGE GROUP, COLLEGE	02470011
*MATERIALS	NONE	02470012
*LEVEL	ALL GRADES	02470010
*GENERAL	GENERALIST ALL CANDIDATES	02470005
*HOURS	50 MINUTES	02470008
*EVALUATION	SEE MODULE 2476	02470007
*FILE	POWER INFLUENCE	02470006
		02470016
		02470009

*OBJECTIVES	TO COMPARE SUCCESSFUL INFLUENCE ATTEMPTS AS ATTITUDE CHANGES AND BEHAVIOR CHANGE.	02471013
*PREREQUISITE	MODULE 2470	02471014
*EXPERIENCE	READ D. CARTWRIGHT, *INFLUENCE, LEADERSHIP, CONTROL, * IN J MARCH (ED,) HANDBOOK OF ORGANIZATIONS, PP. 1-47.	02471015
*SETTING	INDEPENDENT, COLLEGE	02471011
*MATERIALS	NONE	02471012
*LEVEL	ALL GRADES	02471010
*GENERAL	GENERALIST ALL CANDIDATES	02471005
*HOURS	3	02471008
*EVALUATION	SEE MODULE 2476	02471007
*FILE	POWER ATTITUDE CHANGE BEHAVIOR CHANGE	02471006
		02471016
		02471009

*OBJECTIVES	TO DIFFERENTIATE BETWEEN DIFFERENT TYPES OF RESPONSES BY FORMAL AUTHORITIES TO INFLUENCE ATTEMPTS,	02472015
*PREREQUISITE	MODULE 2471	02472016
*EXPERIENCE	LECTURE THE LECTURE WILL FOCUS UPON TWO CLASSES OF RESPONSES BY AUTHORITIES TO INFLUENCE ATTEMPTS. (A) ALTERING DECISIONAL OUTCOMES (B) THE UTILIZATION OF POLITICAL CONTROL TECHNIQUES	02472017
*SETTING	LARGE GROUP, COLLEGE	02472011
*MATERIALS	NONE	02472012
*LEVEL	ALL GRADES	02472013
*GENERAL	GENERALIST ALL CANDIDATES	02472014
*HOURS	50 MINUTES	02472010
*EVALUATION	SEE MODULE 2476	02472005
*FILE	DECISION MAKING FORMAL POWER	02472008
		02472007
		02472006
		02472018
		02472009

*OBJECTIVES	TO IDENTIFY THE USE OF SANCTIONS AS A POLITICAL CONTROL TECHNIQUE,	02473013
*PREREQUISITE	MODULE 2472	02473014
*EXPERIENCE	READ W. GAMSON, POWER + DISCONTENT, CH. 6, R. AGGAR, THE RULERS AND THE RULED, PP. 82-90; PP. 491-497.	02473015
*SETTING	INDEPENDENT, COLLEGE	02473011
*MATERIALS	NONE	02473012
*LEVEL	ALL GRADES	02473010
*GENERAL	GENERALIST ALL CANDIDATES	02473005
*HOURS	2	02473008
*EVALUATION	SEE MODULE 2476	02473007
*FILE	SANCTIONS POLITICAL CONTROL	02473006
		02473016
		02473009

*OBJECTIVES	TO IDENTIFY AND APPLY THE CONCEPT OF POLITICAL SANCTIONS IN DIVERSE POLITICAL SETTINGS.	02474017
*PREREQUISITE	MODULE 2473	02474018
*EXPERIENCE	CLASS DISCUSSION HOW DO THE AUTHORS DESCRIBE THE USE OF SANCTIONS AS A POLITICAL CONTROL TECHNIQUE HAVE THE STUDENTS EVER EXPERIENCED SANCTIONING IN ANY POLITICAL SYSTEM THAT THEY HAVE BEEN A MEMBER OF (FAMILY, PUBLIC, SCHOOL, UNIVERSITY) WHAT TYPES OF SANCTIONS WERE USED AND WHY DID THEY TAKE PLACE	02474019
	LARGE GROUP, COLLEGE	02474011
*SETTING		02474012
*MATERIALS	NONE	02474013
*LEVEL	ALL GRADES	02474014
*GENERAL	GENERALIST ALL CANDIDATES	02474015
*HOURS	50 MINUTES	02474016
*EVALUATION	SEE MODULE 2476	02474010
*FILE	SANCTIONS POLITICAL CONTROL	02474005
		02474008
		02474007
		02474006
		02474020
		02474009

*OBJECTIVES	TO IDENTIFY AND DIFFERENTIATE BETWEEN THE CONCEPTS OF CO-OPTATION AND SYMBOLIC REASSURANCE AS POLITICAL CONTROL OF TECHNIQUES,	02475016
*PREREQUISITE	MODULE 2474	02475017
*EXPERIENCE	READ P. SELZNICK, T.V.A. AND GRASS ROOTS, PP. 13-16, PP. 259-262, A. CAREY, THE HAWTHORNE STUDIES: A RADICAL CRITICISM, AMERICAN SOCIOLOGICAL REVIEW, JUNE 1967, PP. 403-416, M. EDELMAN, THE SYMBOLIC USES OF POLITICS, CH. 2,	02475018
	INDEPENDENT, COLLEGE	02475019
*SETTING		02475011
*MATERIALS	NONE	02475012
*LEVEL	ALL GRADES	02475013
*GENERAL	GENERALIST ALL CANDIDATES	02475014
*HOURS	3	02475015
*EVALUATION	SEE MODULE 2476	02475010
*FILE	CO-OPTATION SYMBOLIC REASSURANCE	02475005
		02475008
		02475007
		02475006
		02475020
		02475009

*OBJECTIVES	TO IDENTIFY AND DIFFERENTIATE BETWEEN THE CONCEPTS OF CO-OPTATION AND SYMBOLIC REASSURANCE AS POLITICAL CONTROL TECHNIQUES,	02476016
*PREREQUISITE	MODULE 2475	02476017
*EXPERIENCE	LECTURE THE LECTURE WILL EXPLAIN THE CONCEPTS OF CO-OPTATION AND SYMBOLIC REASSURANCE. THE USE OF THESE PROCESSES AS POLITICAL CONTROL TECHNIQUES CAN BE ILLUSTRATED BY THE ROLE OF CITIZENS' ADVISORY GROUPS IN THE EDUCATIONAL POLICY-MAKING ARENA,	02476018
	LARGE GROUP, COLLEGE	02476019
*SETTING		02476011
*MATERIALS	NONE	02476012
		02476013
		02476014
		02476015
		02476010
		02476005

*LEVEL	ALL GRADES	02476008
*GENERAL	GENERALIST ALL CANDIDATES	02476007
*HOURS	50 MINUTES	02476006
*EVALUATION	SEE MODULE 2476	02476020
*FILE	CO-OPTATION SYMBOLIC REASSURANCE CITIZEN GROUPS	02476009

*OBJECTIVES	TO BE ABLE TO IDENTIFY MAJOR THEORETICAL AND MEASUREMENT PROBLEMS INVOLVED IN DISCUSSIONS OF POLITICAL POWER OR TO BE ABLE TO IDENTIFY HOW A SET OF THEORETICAL TERMS (POLITICAL CONTROL TECHNIQUES) CAN BE APPLIED TO CURRENT POLITICAL ISSUES.	02477017 02477018 02477019 02477020 02477021
*PREREQUISITE	PREVIOUS MODULE	02477022
*EXPERIENCE	PAPER THE STUDENTS WILL TURN IN A FIVE PAGE TYPEWRITTEN PAPER THAT EITHER: (A) IDENTIFIES THE MAJOR PROBLEMS THAT HAVE BEEN ENCOUNTERED IN DEFINING AND MEASURING POLITICAL POWER AND INFLUENCE OR (B) APPLIES THE POLITICAL CONTROL TECHNIQUES (SANCTION, CO-OPTATION AND SYMBOLIC REASSURANCE) TO A CURRENT POLITICAL ISSUE.	02477011 02477012 02477013 02477014 02477015
*SETTING	INDEPENDENT, COLLEGE	02477016
*MATERIALS	NONE	02477005
*LEVEL	ALL GRADES	02477008
*GENERAL	GENERALIST ALL CANDIDATES	02477007
*HOURS	5	02477006
*EVALUATION	A FIVE PAGE ESSAY	02477023
*FILE	POWER INFLUENCE POLITICAL CONTROL TECHNIQUES	02477009

*OBJECTIVES	TO IDENTIFY THE RANGE OF ISSUES RAISED BY THE PAPERS.	02478015
*PREREQUISITE	MODULE 2477	02478016
*EXPERIENCE	SMALL GROUP DISCUSSION THE STUDENTS WILL FORM SMALL DISCUSSION GROUPS. ONE PERSON IN EACH GROUP WILL SUMMARIZE THEIR PAPER. THE REST OF THE GROUP WILL COMMENT ON THE BASIS OF THEIR PAPERS.	02478011 02478012 02478013 02478014
*SETTING	SMALL GROUP (1-12 STUDENTS), COLLEGE	02478010
*MATERIALS	NONE	02478005
*LEVEL	ALL GRADES	02478008
*GENERAL	GENERALIST ALL CANDIDATES	02478007
*HOURS	25 MINUTES	02478006
*EVALUATION	SEE MODULE 2479	02478017
*FILE	SMALL GRPS	02478009

*OBJECTIVES	TO IDENTIFY THE TYPES OF ISSUES RAISED IN THE SMALL GROUP DISCUSSION.	02479014 02479015
*PREREQUISITE	MODULE 2478	02479016
*EXPERIENCE	CLASS DISCUSSION THE STUDENTS WILL COME TOGETHER AS A CLASS AND INDIVIDUALS WILL BE CALLED UPON TO SUMMARIZE THE ISSUES RAISED IN THE SMALL GROUPS.	02479011 02479012 02479013
*SETTING	LARGE GROUP, COLLEGE	02479010
*MATERIALS	NONE	02479005
*LEVEL	ALL GRADES	02479008
*GENERAL	GENERALIST ALL CANDIDATES	02479007
*HOURS	25 MINUTES	02479006
*EVALUATION	NONE	02479017
*FILE	SMALL GROUPS	02479009

*OBJECTIVES	TO CAPSTONE ENTIRE YEARS WORK	02480013
*PREREQUISITE	COURSE ITSELF	02480014
*EXPERIENCE	OPEN DISCUSSION WHAT HAVE THE SOCIAL SCIENTISTS TAUGHT US	02480011

*SETTING	ABOUT PROBLEM SOLVING AND DECISION MAKING	02480012
*MATERIALS	LARGE GROUP, COLLEGE	02480010
*LEVEL	BLANK	02480005
*GENERAL	ALL GRADES	02480008
*HOURS	ALL CANDIDATES	02480007
*EVALUATION	3	02480006
*FILE	TERM END EXAMINATION	02480015
	PROBLEM SOLVING DECISION MAKING	02480009

GENERAL-LIBERAL EDUCATION

NATURAL SCIENCE AND MATHEMATICS

This freshman level program is planned to begin the differentiated preparation of the teacher for a role as a citizen-educator. The emphasis is geared not so much toward a set of specialized skills needed in the classroom, but rather toward those needed by any active member of our society.

Science I, Science II, and Mathematics are designed to be taken in that order. Implementation in semester systems might well consider one semester of science and a combined semester to accommodate the remaining modules. The time schedule could be shortened or extended in an individualized program, depending upon the student.

Project staff members who contributed to the general-liberal education section which emphasizes the natural sciences includes the following people:

Dr. Julian R. Brandou	Coordinator
Dr. Manfred Engleman	Science
Dr. William Fitzgerald	Mathematics
Dr. Richard Gibbs	Mathematics

NATURAL SCIENCE EXPERIENCES

A general-liberal education course in Natural Science cannot be a survey course, since most survey courses merely select subject matter from the major scientific disciplines and give it to the student to memorize. Every field is under constant development, producing a continuous flow of new and changing ideas. Content in science if presented as fixed at one point in time soon becomes outdated or unimportant to the main thrust of the discipline. The elementary school teacher, equipped with only the factual matter available during his college student days, would be obsolete by the time he entered

the classroom.

The role of a general-liberal education experience then, ought to be to acquaint the student with the underlying principles responsible for the development of the intellectual discipline being considered. All general-liberal education components should have as a major objective, if not the major objective, the building of a concept of human knowledge as a unique invention of the species. The immediate objectives of the natural science experiences are:

1. To examine science as a process
2. To examine the effects of that process on the culture in which it is emmersed
3. To analyze these effects as they influence the thought and the approach to life of the individual; particularly, in the approach of the teacher to teaching.

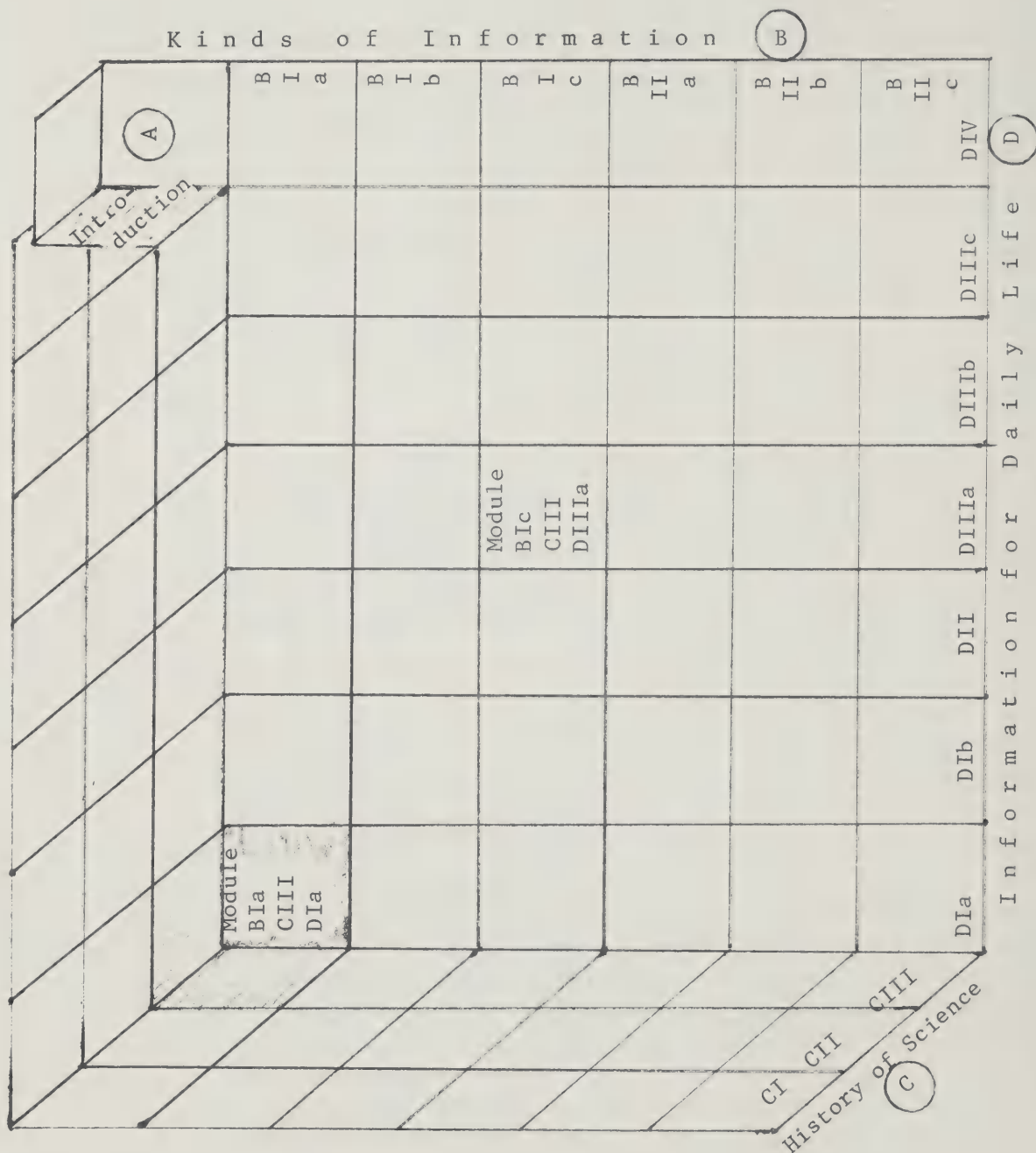
If the student has not raised the questions, "Who am I?, What am I?, and Where am I?" by the time he has reached this stage in his development, he will raise them here. The answers of science to these naive appearing questions are suggested, answers concerned with the shape and size of the Universe, position of the earth in the Galaxy, the genetic uniqueness of the individual, and the evolution of the earth and its inhabitants. The student is not asked to memorize these answers per se, but he is required to analyze them, as he would any other kind of invention. How was the answer contrived? What makes it operate? Where are its faults? As a participant in the analysis, the student separates the observables from invented explanations. He is prodded to reach into non-scientific disciplines such as philosophy or religion, and compare statements from them with those from the scientific establishment. In group discussions students analyze their own opinions on topics of current interest, carefully separating belief statements from reproducible or empirical knowledge.

At the end of the science sequence, the student has had some contact with a number of the major scientific explanations, theories, and new frontiers. In each contact, the subject matter is held up to a two-sided analysis; on one side the analysis of the developing idea and on two-sided analysis; on one side the analysis of the developing idea, and on the other, the effect upon human thought (see cube diagram on the next page). Science emerges by the end of the sequence as an orderly inquiry into the physical Universe, systematically broadening its information and changing its explanations in the light of new information. With such a concept, the prospective general classroom teacher will not become out-dated. He will understand the dynamics of the subject and be mentally equipped to handle its changing nature. The science specialist will have the necessary grounding upon which to develop proficiency in his field. Most important, both will be able to convey the proper emphasis to the bits and pieces of science encountered by their pupils at home and in the elementary school classroom.

Three major subject matter themes are pursued during the component: Cosmology, Mechanism, and Evolution. Each theme emphasizes one of the various approaches to the component. Cosmology emphasizes the historical development of scientific ideas. The laborious transition from an earth-centered Universe to an unknown-centered, expanding universe uniquely lends itself to historical analysis.

Mechanism emphasizes the structure of scientific knowledge by analyzing the construction of theories and generalizations. Mechanistic explanations are examined and compared without regard to their particular scientific field or date of origin. Thus, the Gene theory and Bohr's Atomic Theory may be considered at the same time because of their common epistemological elements. Each includes a precise explanation, is broad in scope, is based upon a mathematical plan, and has discrete units defined in primitive terms. In turn, these theories can be contrasted with the simpler Cell Principle or the Gas Laws which have a more limited scope and lack units and defined terms. The successes and limitations of mechanistic explanations are made apparent as topics such as low temperature physics and the DNA investigations are considered.

SCHEMATIC RELATIONSHIP OF ASPECTS OF NATURAL SCIENCE



* Letters refer to topics in the outline of content for the Natural Sciences

The final subject-matter theme, Evolution, emphasizes the interaction of scientific knowledge and the non-scientific world, particularly the problems facing contemporary man. Debates such as Huxley vs. Wilberforce on evolution, the Scopes monkey trial and those on fluoridation serve to illustrate the conflict between popular and scientific ideas. The topic of populations and their control are used to focus the relationships of birth control and the advance of medical science to world food problems. Pollution problems as they relate to the destruction of the environment are explored through study of the natural components. Finally, the evolution of human behavior is considered in order to examine the biologically determined aspects of human culture and their implications for education. A brief outline of experiences follows:

SYLLABUS

- A. WHAT IS SCIENTIFIC KNOWLEDGE AND WHY IS IT IMPORTANT?
 - 1. The place of Scientific knowledge in the scheme of human activity.
 - 2. The distinction between pure knowledge and applied knowledge.
- B. WHAT KINDS OF INFORMATION DO THE NATURAL SCIENCES GIVE US?
 - 1. Observable information concerning the Universe
 - a. Facts of Physical Sciences
 - b. Facts of the Earth Sciences
 - c. Facts of the Biological Sciences
 - 2. Explanations of how the observables are related
 - a. Theories of the Physical Sciences
 - b. Theories and models from the Earth Sciences
 - c. Theories and models from the Biological Sciences
- C. WHERE DID THE APPROACHES, METHODS, AND IDEAS OF THE NATURAL SCIENCES COME FROM (HISTORY)?

1. Beginning Science - Animistic point of view.
2. Transitional Science - Mechanistic point of view.
3. Modern Science - Relativistic point of view.

D. HOW DOES THE APPLICATION OF THE INFORMATION FROM THE NATURAL SCIENCES AFFECT MY EVERY DAY LIFE?

1. Man's understanding of his place:
 - a. in the physical Universe
 - 1) Where he thinks he is
 - 2) How he pictures the universe functioning
 - 3) The limits of his knowledge in this area
 - b. in the Biological world
 - 1) His supposed place in the Biosphere
 - 2) His thoughts on the function of the Biosphere
 - 3) The limits of his knowledge in this area
2. Man's understanding of himself as a behavioral entity
 - a. Structure
 - b. Function
 - c. Behavior
3. Man's attempt to adapt the environment to his needs and the results of his actions.
 - a. Agriculture
 - 1) Scientific contribution
 - 2) Consequences of the activity
 - b. Industrialization
 - 1) Scientific contribution
 - 2) Consequences of the activity
 - c. Urbanization
 - 1) Scientific contribution
 - 2) Consequences of the activity
4. Science and man's future
 - a. Expansion of the planet
 - b. Exploitation of remaining resources

Students explore these subject matter areas in three instructional settings, laboratory group (from 1-4 students), discussion (15-25 students) and lecture (50 students). The same instructor has charge of all three sections, with some aid from a graduate assistant. Laboratory periods are two

hours long and meet once each week. Discussion sections and lectures are each one hour long and meet for a total of three hours each week.

Laboratory periods attempt to supply minimal observational information to the "civilized man who has lost touch with Nature." Laboratories are so designed as to involve a minimum number of cookbooks experiments and "right answers", instead, they require a maximum number of "correct procedures". Activities vary from looking at the microcosm in a drop of pond water to viewing slides of the Grand Canyon from rim to riverbed. The observations made in the laboratory provide the setting for the introduction of scientific explanations.

Since an important skill needed by the classroom teacher is the ability to stand before a group and communicate, discussion sessions are designed to provide the future teacher practice in this area. Participation in discussions at times require voluntary response, at other times formal preparation. The discussion, since it is not completely structured, permits the student to explore topics ancillary to the assigned subject matter, but which have high personal interest. Special reports and the expression of personal opinions are encouraged as part of the discussion process.

Lectures, for the most part are formal presentations, providing the student with analysis of assigned topics and further information and explanation. However, in keeping with the discussion philosophy, each student is asked to present to the lecture group a five or ten minute talk, either introducing the topic of the day, or reviewing the material covered in the last lecture. Such an assignment provides the future teacher with another kind of teaching experience he is likely to encounter; for example, in briefing parents or giving PTA talks. Movies, slides, transparencies, hand-out sheets and other visual aids supplement all instructor's oral presentations.

Preparation for the class requires the student to both read assigned materials (text chapters, and offprints) and do library research.

A resource room, available to students at off-hours and during the evening, contains not only supplementary reference materials, but also is supplied with the visual aids and laboratory materials used in the component. Laboratory exercises, after they have been done by the class, are set up in auto-tutorial carrels. The student can make up work or re-do exercises if he desires. Special carrels are available for students to extend their observations beyond those required of the class.

*OBJECTIVES	TO UNDERSTAND THE BABYLONIAN NUMERATION SYSTEM.	00033015
*PREREQUISITE	NONE	00033016
*EXPERIENCE	LISTEN TO LECTURE ON THE BABYLONIAN SYSTEM OF NUMERATION. LEARN THEIR USE OF BOTH BASE 10 AND BASE 60 AND THE DIFFICULTY CAUSED BY LACK OF ZERO. LEARN TO TRANSLATE TO AND FROM THE BABYLONIAN SYSTEM.	00033011 00033012 00033013 00033014
*SETTING	LARGE GROUP, COLLEGE	00033010
*MATERIALS	NONE	00033005
*LEVEL	ALL GRADES	00033008
*GENERAL	ALL CANDIDATES	00033007
*HOURS	1/2	00033006
*EVALUATION	TRANSLATE TO AND FROM THE BABYLONIAN SYSTEM FIVE TIMES EACH WAY WITH 80 O/O ACCURACY.	00033017 00033018
*FILE	NUMERATION BABYLONIAN BASES	00033009

*OBJECTIVES	TO PRESENT AN ANALYSIS TOOL ABOUT THE STRUCTURE OF SCIENTIFIC KNOWLEDGE TO ENABLE THE STUDENT TO ANALYSE SCIENTIFIC MATERIAL FOR ITS COMMON ELEMENTS.	00046017 00046018 00046019
*PREREQUISITE	NONE	00046020
*EXPERIENCE	LISTEN TO A LECTURE ON THE VARIOUS ELEMENTS OF SCIENTIFIC KNOWLEDGE, FACTS, LAWS, THEORIES, CONCEPTS AND OTHER WORDS USED TO DESCRIBE THE OPERATIONS IN SCIENCE WILL BE CHARACTERIZED, THE CLEAR DISTINCTION BETWEEN PHYSICALLY DERIVED ELEMENTS RESULTING FROM SENSORY PERCEPTIONS AND MENTALLY CREATED ELEMENTS WILL BE MADE.	00046011 00046012 00046013 00046014 00046015 00046016
*SETTING	LARGE GROUP, COLLEGE	00046010
*MATERIALS	NONE	00046005
*LEVEL	ALL GRADES	00046008
*GENERAL	GENERALIST	00046007
*HOURS	50 MIN	00046006
*EVALUATION	THE STUDENT SHOULD BE ABLE TO OUTLINE THE ELEMENTS OF THE ANALYSIS SCHEME IN RELATIONSHIP TO THEIR MENTALLY DERIVED OR PHYSICALLY DERIVED CHARACTER.	00046021 00046022 00046023
*FILE	ANALYSIS EXPLANATION KNOWLEDGE	00046009

*OBJECTIVES	POINT OUT THE ROLE OF SENSATIONS AND ASSUMPTIONS IN MAKING INTERPRETATIONS.	00047015 00047016
*PREREQUISITE	LECTURE ON ELEMENTS OF SCIENTIFIC KNOWLEDGE.	00047017
*EXPERIENCE	THE STUDENT WILL BE INSTRUCTED TO CONSIDER THE TWO TERMS, ASSUMPTION AND PERCEPTION, FROM HIS ANALYSIS SCHEME IN RELATIONSHIP TO THE FILM PERCEPTION. VIEW THE FILM PERCEPTION.	00047011 00047012 00047013 00047014
*SETTING	LARGE GROUP, COLLEGE	00047010
*MATERIALS	FILM PERCEPTION	00047005
*LEVEL	ALL GRADES	00047008
*GENERAL	GENERALIST	00047007
*HOURS	40 MIN	00047006
*EVALUATION	LIST A NUMBER SENSORY STIMULI AND ASSUMPTIONS MADE WHEN ASKED TO INTERPRET A SERIES OF LINE DRAWINGS, PHOTOGRAPHS (COLOR AND BLACK + WHITE), OBJECTS, OR SOUNDS. THE STUDENT SHOULD BE ABLE TO DISTINGUISH THE ASSUMPTIONS FROM THE STIMULI 80 O/O OF THE TIME.	00047018 00047019 00047020 00047021 00047022
*FILE	PERCEPTION ASSUMPTION OBSERVATION	00047009

*OBJECTIVES	DISTINGUISH BETWEEN THE FACTS, ASSUMPTIONS, AND EXPLANATIONS GIVEN IN THE COMPLEX SCIENTIFIC ARGUMENT CONCERNING STONEHENGE, ESTABLISH THE ARGUMENT THAT MUCH TECHNICAL KNOWLEDGE WAS POSSESSED BY PREHISTORY MAN.	00048018 00048019 00048020 00048021
*PREREQUISITE	SCIENTIFIC KNOWLEDGE SCHEME ANALYSIS TOOL.	00048022
*EXPERIENCE	PREVIOUS TO THE VIEWING OF THE FILM, THE STUDENTS WILL BE INSTRUCTED TO (1) ANALYSE THE STATEMENTS MADE BY THE VARIOUS PEOPLE (PARTICULARLY HAWKINS AND ATKINSEN) IN REFERENCE TO THEIR ANALYSIS SCHEME ON SCIENTIFIC METHOD, AND 2) PAY PARTICULAR ATTENTION TO THE ANALYSIS BY ATKINSEN ON HOW THE STONEHENGERS WERE ABLE TO BUILD THE STRUCTURE. THEN VIEW THE FILM STONEHENGE.	00048011 00048012 00048013 00048014 00048015 00048016 00048017
*SETTING	LARGE GROUP, COLLEGE	00048010
*MATERIALS	C.B.S. FILM STONEHENGE	00048005
*LEVEL	ALL GRADES	00048008
*GENERAL	GENERALIST	00048007
*HOURS	90 MIN	00048006
*EVALUATION	DISTINGUISH THE FACTUAL, EXPLANATORY AND ASSUMPTIVE ASPECTS IN SEVERAL QUOTES FROM THE SOUND TRACK. 70% OF THE ELEMENTS SHOULD BE RECOGNIZED. LIST, FROM MEMORY, FIVE TECHNICAL SKILLS INDICATED BY STONEHENGE MAN.	00048023 00048024 00048025 00048026
*FILE	ANALYSIS KNOWLEDGE STONEHENGE	00048009

*OBJECTIVES	ESTABLISH OR REAFFIRM THAT (1) THE SENSE ORGANS ARE SPECIFIC, (2) THEY ARE LIMITED, AND (3) THERE IS INDIVIDUAL VARIATION IN THE SENSITIVITY OF THE VARIOUS INDIVIDUALS IN THE CLASS TO DETECT VARIOUS STIMULI, AND THIS VARIATION CAN LEAD TO DIFFERENT VIEWS OF THE REAL WORLD.	00049024 00049025 00049026 00049027 00049028 00049029
*PREREQUISITE	NONE	00049030
*EXPERIENCE	THE STUDENT WILL RECORD THE RESPONSES OF HIS VARIOUS SENSE ORGANS TO THE FOLLOWING STIMULI. SIGHT COLOR CHARTS, DIFFERING LIGHT INTENSITY, EYE CHARTS. SOUND PITCH, INTENSITY TOUCH TEXTURE, TWO POINTS OF VARYING DISTANCE PLACED ON VARIOUS PARTS OF THE BODY. TASTE SWEET, SOUR, SALTY, BITTER, AND TPC ETC. SMELL VARIOUS ODORS, MUSK, GARLIC ETC. HAVING COMPLETED HIS OBSERVATIONS, THE STUDENT WILL COMPARE HIS RESULTS WITH ONE OR SEVERAL OTHER STUDENTS, TO CONFIRM HIS RESULTS.	00049013 00049014 00049015 00049016 00049017 00049018 00049019 00049020 00049021 00049022
*SETTING	INDEPENDENT, COLLEGE	00049023
*MATERIALS	ISHAHARA PLATES, EYE CHARTS, AUDIOMETER, TUNING FORKS, ACIDS, BASES SALTS, PERFUMES, MUSKS, CALIPERS, WOOD, RUBBER, STEEL BLOCKS, BLIND FOLDS, ETC.	00049012 00049005 00049006 00049007
*LEVEL	ALL GRADES	00049010
*GENERAL	GENERALIST	00049009
*HOURS	110 MIN	00049008
*EVALUATION	THE STUDENT WILL BE ABLE TO VERBALIZE (OR WRITE) THE LIMITATIONS OF EACH OF HIS SENSES IN GENERAL TERMS, AND WILL EXPRESS THE IDEA OF VARIATION IN THE INDIVIDUALS ABILITY TO DETECT VARIOUS STIMULI. HE SHOULD RECOGNIZE THIS VARIATION AS A BASIS FOR DISAGREEMENT BETWEEN INDIVIDUALS CONCERNING THE PHYSICAL WORLD.	00049031 00049032 00049033 00049034 00049035
*FILE	PERCEPTION OBSERVATION SENSATION	00049036 00049011

*OBJECTIVES	PRESENT THE CURRENT SCHEME FOR ANALYSING THE STRUCTURE	00208014
-------------	--	----------

	OF THE BIOLOGICAL WORLD,	00208015
*PREREQUISITE	SCHEME OF SCIENTIFIC KNOWLEDGE EXERCISE, CLASSIFICATION EXERCISE	00208016
		00208017
*EXPERIENCE	LISTEN TO A LECTURE ON THE ORGANIZATION LEVELS FOUND IN THE BIOSPHERE, IE, INDIVIDUAL, POPULATION, SPECIES, COMMUNITY,	00208011
		00208012
*SETTING	LARGE GROUP, COLLEGE	00208013
*MATERIALS	NONE	00208010
*LEVEL	ALL GRADES	00208005
*GENERAL	GENERALIST	00208008
*HOURS	20 MIN.	00208007
*EVALUATION	OUTLINE THE SCHEME	00208006
*FILE	BIOSPHERE ORGANIZATION CLASSIFICATION	00208018
		00208009

*OBJECTIVES	DEMONSTRATE HOW THE BIOLOGISTS HAS APPLIED THE CONCEPT OF THE CONSERVATION OF MATTER FROM CHEMISTRY TO THE TOTAL ENVIRONMENT. PRESENT A PORTION OF THE FUNCTION OF THE BIOSPHERE,	00209013
		00209014
		00209015
*PREREQUISITE	LECTURE ON LEVELS OF ORGANIZATION IN THE BIOSPHERE, AND THE CONCEPT OF THE CONSERVATION OF MATTER FROM CHEMISTRY,	00209016
		00209017
*EXPERIENCE	LISTEN TO A LECTURE ON MINERAL CYCLING IN THE BIOSPHERE, PARTICULAR EMPHASIS UPON CARBON, NITROGEN AND WATER.	00209018
		00209011
*SETTING	LARGE GROUP, COLLEGE	00209012
*MATERIALS	NONE	00209010
*LEVEL	ALL GRADES	00209005
*GENERAL	GENERALIST	00209008
*HOURS	30 MIN.	00209007
*EVALUATION	ANSWER EXAM QUESTIONS CONCERNING THE NATURE OF CYCLES. EG, WHY DON'T WE RUN OUT OF CARBON	00209006
		00209019
*FILE	MATTER CYCLING CONSERVATION	00209020
		00209009

*OBJECTIVES	PROVIDE A MODEL FOR THE FUNCTION OF THE BIOSPHERE.	00210015
	INDICATE THE INTERDEPENDENCE OF ALL LIVING ORGANIZMS,	00210016
	SHOW HOW THE CONCEPT OF THE CONSERVATION OF ENERGY FROM PHYSICS IS APPLIED TO THE BIOSPHERE, AND ITS DIFFERENCE FROM CYCLING	00210017
		00210018
*PREREQUISITE	A CONCEPT OF THE CONSERVATION OF ENERGY, KNOWLEDGE OF CELL METABOLISM, CONCEPT OF MINERAL CYCLING	00210019
		00210020
*EXPERIENCE	LISTEN TO A LECTURE ON THE ENERGY TRANSFER IN THE BIOSPHERE, SHOW HOW THE LINDEMAN MODEL CONFORMS TO AND EXTENDS THE CONCEPT OF THE CONSERVATION OF ENERGY FROM PHYSICS TO THE BIOSPHERE.	00210021
		00210011
		00210012
		00210013
*SETTING	LARGE GROUP, COLLEGE	00210014
*MATERIALS	NONE	00210010
*LEVEL	ALL GRADES	00210005
*GENERAL	GENERALIST	00210008
*HOURS	30 MIN	00210007
*EVALUATION	CONTRAST THE ENERGY UTILIZATION WITH THE MINERAL CYCLING, GIVING SIMILARITIES AND DIFFERENCES.	00210006
		00210022
*FILE	ENERGY CONSERVATION MODEL	00210023
		00210009

*OBJECTIVES	STUDENT SHOULD DISCOVER THE PRINCIPLE THAT THE SMALLER THE INDIVIDUAL, THE GREATER THE NUMBER IN THE COMMUNITY, AND CREATE A ELTONIAN PYRAMID OF NUMBERS.	00211018
		00211019
*PREREQUISITE	CONCEPT OF COMMUNITY.	00211020
		00211021
*EXPERIENCE	THE STUDENT WILL LOOK AT SAMPLES FROM SEVERAL COMMUNITIES (MAY INFUSIONS, POND WATER, BERLESE SAMPLES ETC.) AND ANSWER THE QUESTION, HOW ARE SIZE OF INDIVIDUAL AND	00211013
		00211014
		00211015

	NUMBER PRESENT RELATED. WE SHOULD ATTEMPT TO GRAPH THE RELATIVE NUMBERS PRESENT AS COMPARED TO SIZE.	00211016 00211017
*SETTING	INDEPENDENT, COLLEGE	00211012
*MATERIALS	COMPOUND MICROSCOPE, DISSECTING BINOCULARS MICROSCOPES, HAY INFUSION AND OTHER SAMPLES OF COMMUNITIES, GLASSWARE (DROPPERS, SLIDES, COVERSLEIPS ETC) MICROMETERS	00211005 00211006 00211007
*LEVEL	ALL GRADES	00211010
*GENERAL	GENERALIST	00211009
*HOURS	180 MIN	00211008
*EVALUATION	PRODUCE AN ELTONIAN PYRAMID GRAPH.	00211022
*FILE	COMMUNITY OBSERVATION ENVIRONMENT	00211011

*OBJECTIVES	TO LEARN ABOUT A MATHEMATICAL SYSTEMS (GROUPS) WITHOUT NUMBERS.	00105014 00105015
*PREREQUISITES	MODULES 103, 1224, 1225, AND BASIC KNOW. OF GEO. PLANE	00105016
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON THE GROUP OF TRANSFORMATIONS OF A SQUARE. A MULTIPLICATION TABLE IS CONSTRUCTED, AND THE GROUP AXIOMS ARE SHOWN TO HOLD.	00105011 00105012 00105013
*SETTING	LARGE GROUP, COLLEGE	00105010
*MATERIALS	NONE	00105005
*LEVEL	ALL GRADES	00105008
*GENERAL	ALL CANDIDATES	00105007
*HOURS	1	00105006
*EVALUATION	THE STUDENT CAN COMPUTE 8 OUT OF 10 PRODUCTS FROM THE TABLE, HE CAN CONSTRUCT SIMILAR TABLES FOR AN ISOSCELES TRIANGLE, AN EQUILATERAL TRIANGLE AND A PENTAGON WITH 80% ACCURACY.	00105018 00105019 00105020 00105021
*FILE	ALGEBRA GROUPS SQUARE	00105009

*OBJECTIVE	THE STUDENT SHOULD BE ABLE TO GIVE ALTERNATE EXPLANATIONS FOR A GIVEN SET OF OBSERVATIONS AND SHOULD BE ABLE TO STATE EVIDENCE FOR THE MODERN VIEW OF THE UNIVERSE	00972 15 00972 16 00972 17
*PREREQUISITE	STAR LAB	00972 18
*EXPERIENCE	LISTEN TO A LECTURE ON THE PTOLOMAIC SYSTEM AND PARTICULARLY NOTE THAT ALL OF THE OBSERVATIONS MADE BY THE STUDENT CAN BE EXPLAINED JUST AS WELL BY THIS STATIONARY -EARTH CENTERED SYSTEM.	00972 11 00972 12 00972 13 00972 14
*SETTING	COLLEGE	00972 10
*MATERIALS	DIAGRAMS OF THE PTOLOMAIC SYSTEM.	00972 5
*LEVEL	ALL GRADES	00972 8
*GENERAL	GENERALIST	00972 7
*HOURS	20	00972 6
*EVALUATION	STUDENT SHOULD BE ABLE TO ANSWER QUESTIONS ON THE FUNCTIONS OF THE VARIOUS SPHERES AND EPICYCLES WHEN PRESENTED WITH THE DIAGRAM OF THE PTOLOMAIC SYSTEM.	00972 19 00972 20 00972 21
*FILE	PTOLOMAIC SYSTEM EXPLANATION MODEL	00972 9

*OBJECTIVES	THE STUDENT SHOULD BE ABLE TO PERFORM THE MATHEMATICAL MANIPULATION OF PROPORTIONALITY.	00966 14 00966 15
*PREREQUISITE	MATH COURSE WHICH INCLUDED PROPORTIONALITY OR A PROGRAM EXPLAINING THE MATH CONCEPT.	00966 16 00966 17
*EXPERIENCE	REVIEW THE CONCEPT OF PROPORTIONALITY FROM MATH, CONCENTRATING UPON DIRECT AND INVERSE PROPORTIONS AND RELATIONSHIPS.	00966 11 00966 12 00966 13
*SETTING	INDEPENDENT COLLEGE	00966 10
*MATERIALS	NONE	00966 5
*LEVEL	ALL GRADES	00966 8
*GENERAL	GENERALIST	00966 7

*HOURS	15	00966	6
*EVALUATION	THE ABILITY TO DO PROPORTIONALITY PROBLEMS WITH A 60% ACCURACY.	00966	18
		00966	19
*FILE	MATH PROPORTIONS RELATIONSHIPS	00966	9

*OBJECTIVES	THE STUDENT SHOULD DISCOVER THAT BOYLES LAW IS A SPECIAL CASE OF MATHAMATICAL PROPORTIONALITY APPLIED TO A PHYSICAL PHENOMENON. HE SHOULD BE ABLE TO USE IT TO PREDICT.	00967	18
		00967	19
*PREREQUISITE	PROPORTIONALITY MODULE	00967	20
		00967	21
*EXPERIENCE	MEASURE, USING A BOYLES LAW APPARATUS, THE VARIABLES OF THE VOLUME OF A GAS AGAINST THE PRESSURE APPLIED TO IT AND THE TEMPERATURE AT WHICH IT IS MAINTAINED. PLOT THE VARIOUS VALUES UPON A GRAPH AND DETERMINE THE MATH RELATIONSHIP. USING THE EQUATION DERIVED FROM THE DATA, PREDICT A NEW SET OF VALUES FOR VOLUME, TEMP, AND PRESSURE, THEN CHECK IT ON THE APPARATUS.	00967	11
		00967	12
		00967	13
		00967	14
		00967	15
		00967	16
		00967	17
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	00967	10
*MATERIALS	BOYLES LAW APPARATUS	00967	5
*LEVEL	BLANK	00967	8
*GENERAL	GENERALIST	00967	7
*HOURS	70	00967	6
*EVALUATION	DERIVE THE SPECIFIC VALUES FOR HIS APPARATUS, PARTICULARLY THE CONSTANT, AND PERFORM THE MATH MANIPULATION WHICH PREDICTS THE NEW PRESSURE, VOL, TEMP. VALUES.	00967	22
		00967	23
		00967	24
*FILE	BOYLES LAW PROPORTION GAS LAW	00967	9

*OBJECTIVES	THE STUDENT WILL USE THE CONCEPT OF PROBABILITY TO PREDICT THE RATIOS OF HEADS AND TAILS IN TOSSING PENNIES,	00970	15
		00970	16
*PREREQUISITE	A MATH COURSE DEALING WITH PROBABILITY OR A PROGRAM OUTLINING THE PROCESS.	00970	17
		00970	18
*EXPERIENCE	REVIEW THE CONCEPT OF PROBABILITY FROM MATHAMETICS, PENNIES, SINGLY IN PAIRS, AND FOURS, PREDICTING AND RECORDING THE RESULTS. NOTE THE VARIATION FROM THE PREDICTED.	00970	11
		00970	12
		00970	13
		00970	14
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	00970	10
*MATERIALS	PENNIES	00970	5
*LEVEL	BLANK	00970	8
*GENERAL	GENERALIST	00970	7
*HOURS	30	00970	6
*EVALUATION	THE ABILITY OF THE STUDENT TO PREDICT THE PENNY RATIOS ACCURATELY.	00970	19
		00970	20
*FILE	PROBABILITY CHANCE FLIPPING	00970	9

*OBJECTIVES	THE STUDENT WILL EXTEND HIS CONCEPT OF MECHANISM TO HIS DAILY EXISTENCE, WHERE HE WILL BE ABLE TO RECOGNIZE IT AND EMPLOY IT WHERE USEFUL.	00969	16
		00969	17
*PREREQUISITE	BOYLES LAW, PROBABILITY IN BREEDING, AND MECHANISM LECTURE MODULES.	00969	18
		00969	19
*EXPERIENCE	DISCUSS WITH THE PROF AND FELLOW CLASSMATES, THE NATURE OF A SCIENTIFIC LAW AND HOW IT CONTRIBUTES TO THE CONCEPT OF MECHANISM, GIVE EXAMPLES OF MECHANISTIC THINKING FROM HIS OWN EXPERIENCES OR EXAMPLES OF THE MECHANISTIC APPROACH USE BY OTHERS IN THEIR EVERYDAY LIVING.	00969	11
		00969	12
		00969	13
		00969	14
		00969	15
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	00969	10
*MATERIALS	NONE	00969	5
*LEVEL	ALL GRADES	00969	8
*GENERAL	GENERALIST	00969	7
*HOURS	40	00969	6

*EVALUATION	THE PARTICIPATION IN THE DISCUSSION CONTRIBUTING COMMENTS	00969 21
	AND EXAMPLES IN RESPONSE TO THE PROF. OR TO HIS FELLOW	00969 22
	CLASSMATES.	00969 23
*FILE	MECHANISM LAW DISCUSSION	00969 9

*OBJECTIVES	USE A SIMPLE PRINCIPLE TO EXPLAIN A LOT OF UNRELATED SITUATIONS. APPLY THE SUPERPOSITION PRINCIPLES TO THE EARTH TO ACQUIRE THE CONCEPT OF THE EARTH DEVELOPING THROUGH TIME.	00971 16 00971 17 00971 18 00971 19
*PREREQUISITE	THE PRECEDING MODULE ON THE MEMORIZING OF THE SUPERPOSITION PRINCIPLES	00971 20 00971 21
*EXPERIENCE	APPLY THE TWO PRINCIPLES FROM THE PRECEEDING MODULE TO PILES OF OBJECTS +STACKS OF BOOKS+ PHOTOS OF ROCKS, INTURSIONS AND FAULTS ETC., INDICATING EACH TIME WHICH IS THE OLDEST OF FIRST DEPOSITED, WHICH IS THE YOUNGEST, OR WHICH CAME LATER.	00971 11 00971 12 00971 13 00971 14 00971 15
*SETTING	SMALL GROUP 21-12 STUDENTS+ COLLEGE	00971 10
*MATERIALS	A NUMBER OF OBJECTS WHICH REFLECT SEQUENTIAL FORMATION, INCLUDING COLOR SLIDES OF GEOLOGICAL FORMATIONS.	00971 5 00971
*LEVEL	ALL GRADES	00971 8
*GENERAL	GENERALIST	00971 7
*HOURS	70	00971 6
*EVALUATION	IDENTIFYING THE PROPER RELATIVE AGE OF THE OBJECTS INDICATED IN THE EXCERISE 90 OF THE TIME.	00971 22 00971023
*FILE	SUPERPOSITION GEOLOGY ANALYSIS	00971 9

*OBJECTIVES	MAKE ACCURATE OBSERVATIONS ON THE PRIMARY SEX ORGANS OF THE ANIMALS OBSERVED.	00991 14 00991 15
*PREREQUISITE	NONE	00991 16
*EXPERIENCE	STUDY THE PRIMARY SEX ORGANS OF A FROG, CAT, MOKEY, AND MAN. NOTE THAT ALL THE ORGANS ARE BASICALLY SIMILAR, DIFFERING MOSTLY IN THE SHAPE OF THE EXTERNAL GENETALIA.	00991 11 00991 12 00991 13
*SETTING	SMALL GROUP +1-12 STUDENTS+ COLLEGE	00991 10
*MATERIALS	FROGS, CATS, MONKIES AND MEN, EITHER PRESERVED OR MODELS AND CHARTS	00991 5 00991
*LEVEL	ALL GRADES	00991 8
*GENERAL	GENERALIST	00991 7
*HOURS	80	00991 6
*EVALUATION	COMPLETE A SET OF SKETCHES WITH LABELS OF THE PARTS.	00991 17
*FILE	SEX ORGANS MAMMALS	00991 9

*OBJECTIVES	GAIN AN ACCURATE DESCRIPTION OF THE FUNCTIONING OF THE SEX SYSTEMS,	00990 16 00990 17
*PREREQUISITE	MODULE ON ANATOMY OF PRIMARY SEX ORGANS,	00990 18
*EXPERIENCE	LISTEN TO A LECTURE ON THE FUNCTION OF THE HUMAN SEXUAL NOTE THAT THE FUNCTION IS ESSENTIALLY THE SAME IN ALL VERTEBRATES, MARK THE DIFFERENCES IN THE HUMAN MENSTRAL CYCLE FROM THE NON-HUMAN OESTEROUS CYCLE. ALSO NOTE THE EXISTENCE OF SECONDARY SEX CHARACTERS IN THE HUMAN.	00990 11 00990 12 00990 13 00990 14 00990 15
*SETTING	LARGE GROUP COLLEGE	00990 10
*MATERIALS	CHARTS, SLIDES AND SOME SINGLE CONCEPT FILMS.	00990 5
*LEVEL	ALL GRADES	00990 8
*GENERAL	GENERALIST	00990 7
*HOURS	50	00990 6
*EVALUATION	ABILITY TO GIVE THE FJUNCTION OF ANY PRIMARY SEX ORGAN NAMED, NAME THE HORMONES 2MATCH+ ASSOCIATED WITH VARIOUS SEX ORGANS.	00990 19 00990 20 00990 21
*FILE	SEX MENSURATION HORMONES	00990 9

*OBJECTIVES	THE STUDENT SHOULD BE ABLE TO GENERAL GIVE A OUT E OF	00989 17
	THE SCIENTISTS VIEW OF POPULATIONS AND DISCUSS	00989 18
	FOUNDATIONS,	00989 19
*PREREQUISITE	REPRODUCTION MODULES, SCHEME OF SCIENTIFIC KNO. JGE	00989 20
	MODULE,	00989 21
*EXPERIENCE	LISTEN TO A LECTURE ON POPULATIONS AND THEIR CONTROL,	00989 11
	NOTE THAT BIRTH RATE AND DEATH RATE OPPOSE ONE ANOTHER,	00989 12
	AND THAT POPULATION CONTROL RESULTS FROM A BALANCE OF	00989 13
	THESE TWO OPPOSING RATES. HE SHOULD NOTE ESPECIALLY THE	00989 14
	ASSUMPTIONS MADE IN THIS SCHEME, AS WELL AS, THE USE OF	00989 15
	MATHEMATICS IN DESCRIBING POPULATION PHENOMONA.	00989 16
*SETTING	LARGE GROUP COLLEGE	00989 10
*MATERIALS	CHARTS ILLUSTRATING SEVERAL POPULATION STRUCTURES AND	00989 5
	THE GROWTH CURVE.	00989
*LEVEL	ALL GRADES	00989 8
*GENERAL	GENERALIST	00989 7
*HOURS	50	00989 6
*EVALUATION	GIVEN A SERIES OF CURVES, THE STUDENT SHOULD BE ABLE TO	00989 22
	TELL WHEATHER THE BIRTH RATE AND DEATH ARE IN BALANCE OR	00989 23
	OUT OF BALANCE, AND IF OUT OF BALANCE, IN WHICH DIRECTION,	00989 24
	90(OF THE TIME, HE SHOULD BE ABLE TO RECALL THE	00989 25
	ASSUMPTIONS USED TO FORM THE POPULATION SCHEME.	00989 26
*FILE	POPULATION BIRTH RATE DEMOGRAPHY	00989 9

*PREREQUISITES	THE LECTURE ON POPULATIONS	00988 17
*EXPERIENCE	LISTEN TO A LECTURE ON EVOLUTION AND NOTE THE ASSUMPTIONS	00988 11
	UPON WHICH IT IS BASED, AND THE MECHANISM PROPOSED BY	00988 12
	DARWIN TO MAKE IT FUNCTION .	00988 13
*OBJECTIVE	ACQUIRE A CONCISE DESCRIPTION OF THE CONCEPTS OF EVOLUTION	00988 14
	AND NATURAL SELECTION, THE STUDENT SHOULD BE ABLE TO	00988 15
	DISTINGUISH BETWEEN THE TWO, AND KNOW THEIR INTERACTION.	00988 16
*SETTING	LARGE GROUP	00988 10
*MATERIALS	NONE	00988 5
*LEVEL	ALL GRADES	00988 8
*GENERAL	GENERALIST	00988 7
*HOURS	50 MIN	00988 6
*EVALUATION	THE STUDENT SHOULD BE ABLE TO CHARACTERISE THE TWO	00988 18
	CONCEPTS >EVOLUTION, AND NATURAL SELECTION, IN HIS OWN	00988 19
	WORDS,	00988 20
*FILE	EVOLUTION SELECTION DARWIN	00988 9

*OBEECTIVES	READ AND OUTLINE THE SCIENTISTS STORY CONCERING HUMAN	00987 15
	BEGINNINGS.	00987 16
*PREREQUISTE	EVOLUTION MODULE, SCHEME OF SCIENTIFIC MODULE	00987 17
*EXPERIENCE	READ THE CHAPTER ON [ORIGINS] FROM THE NAKED APE, ANALYSE	00987 11
	THE CHAPTER FOR ITS ORGANIZATION, NOTING THE ASSUMPTION,	00987 12
	FACTS AND GENERALIZATIONS, OUTLINE THE MAJOR FEATURES FOR	00987 13
	THE STORY,	00987 14
*SETTING	INDEPENDENT - COLLEGE	00987 10
*MATERIALS	THE NAKED APE, D. MORRIS	00987 5
*LEVEL	ALL GRADES	00987 8
*GENERAL	GENERALIST	00987 7
*HOURS	60 MIN	00987 6
*EVALUATION	COMPLETED OUTLINE OF THE CHAPTER.	00987 18
*FILE	APE ANALYSE EVOLUTION	00987 9

*OBJECTIVES	DISCOVER THE CONCEPT OF GENETICS AS A NECESSARY REQUIREMENT IN THE EVOLUTION SCHEME, NOTE THAT THE SCHEME IS BASED UPON CONCEPTS FROM SEX, POPULATION REGULATION, AND CHANGE.	00986 17 00986 18 00986 19 00986 20
*PREREQUISITE	SEX, GENETICS, POPULATION REGULATION, AND EVOLUTION MODULES.	00986 21 00986 22
*EXPERIENCE	DISCOVER THROUGH DISCUSSION WITH FELLOW STUDENTS AND THE PROF. WHAT IS THE RELATIONSHIP BETWEEN THE SEXUAL FUNCTIONING OF THE INDIVIDUAL AND ITS EFFECT UPON EVOLUTION. ANSWER SUCH QUESTION AS: HOW DOES AN EFFECT CAUSED IN THE POPULATION OF ONE GENERATION TRANSFER TO A SUBSEQUENT GENERATION.	00986 11 00986 12 00986 13 00986 14 00986 15 00986 16
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	00986 10
*MATERIALS	NONE	00986 5
*LEVEL	ALL GRADES	00986 8
*GENERAL	GENERALIST	00986 7
*HOURS	50	00986 6
*EVALUATION	PARTICIPATION IN THE DISCUSSION, PROVIDING ANSWERS AND RAISING NEW QUESTIONS.	00986 23 00986 24
*FILE	DISCOVERY SEX POPULATION	00986 9

*OBJECTIVES	DISCOVER THAT GENE FREQUENCIES DON'T CHANGE FROM GENERATION TO GENERATION.	00985 14 00985 15
PREREQUISITE	POPULATION MODULES.	00985 16
*EXPERIENCE	USING COLORED POP BEADS, MIX TWO [GENE] POPULATIONS, CARRY ON RANDOM RECOMBINATION AND DISCOVER THE HARDY-WEINBERG PRINCIPLE.	00985 11 00985 12 00985 13
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	00985 10
*MATERIALS	POP BEADS OF DIFFERENT COLORS, CLOTH BAGS, METAL TRAYS FOR MIXING.	00985 5 00985
*LEVEL	ALL GRADES	00985 8
*GENERAL	GENERALIST	00985 7
*HOURS	30	00985 6
*EVALUATION	A TABLE OF NUMBERS OF GENE COMBINATIONS WHICH STAY STABLE. A WRITTEN STATEMENT AT THE BOTTOM OF THE TABLE MAKING THIS OBSERVATION.	00985 17 00985 18 00985 19
*FILE	HARDY-WEINBERG GENES GENE POOL	00985 9

*OBJECTIVES	OBSERVE, USING A MODEL, THE EFFECT OF ON THE GENE ≥BEAD+ FREQUENCIES.	00984 18 00984 19
*PREREQUISITE	HARDY-WEINBERG MODULE.	00984 20
*EXPERIENCE	USING COLORED POP BEADS, CONDUCT THE OPERATIONS AS IN THE PREVIOUS OPERATION, EXCEPT SELECT OUT CERTAIN COMBINATIONS, IE ALL THOSE PAIRS OF THE RED BEADS. NOTE THE RESULT IN THE [BEAD FREQUENCIES] OVER FIVE GENERATIONS. PREDICT THE RESULT IN TEN GENERATIONS. CARRY ON THE PROCESS FOR ANOTHER FIVE GENERATIONS AND MATCH YOUR RESULTS WITH PREDICTION.	00984 11 00984 12 00984 13 00984 14 00984 15 00984 16 00984 17
*SETTING	SMALL GROUP ≥1-12 STUDENTS+ COLLEGE	00984 10
*MATERIALS	POP BEADS, BAGS, METAL TRAYS.	00984 5
*LEVEL	ALL GRADES	00984 8
*GENERAL	GENERALIST	00984 7
*HOURS	40	00984 6
*EVALUATION	COMPLETE A TABLE OF FREQUENCIES UNDER SELECTIVE FORCE. A WRITTEN STATEMENT ABOUT HIS OBSERVATIONS ON THE GENE FREQUENCIES.	00984 21 00984 22 00984 23
*FILE	SELECTION POPULATION GENE FREQUENCY	00984 9

*OBJECTIVES	DISCOVER THE S. WRIGHT EFFECT.	00983 22
*PREREQUISITE	SELECTION AND HARDY-WEINBERG MODULES.	00983 23
*EXPERIENCE	USING THE COLOR POP BEADS AS IN THE PREVIOUS MODULES,	00983 11
	BUILD LARGE POPULATIONS FROM RANDOM RECOMBINATION OF POP-	00983 12
	GEMS, THEN PLACE THEM IN A BAG AND REDUCE THE POPULATION	00983 13
	TO 6 INDIVIDUALS BY RANDOM DRAW. RECORD THE RESULTS AND	00983 14
	THEN REPEAT THE WHOLE CYCLE A NUMBER OF TIMES ≥ 10 . AS	00983 15
	SOON AS THE POPULATION BECOMES FIXED, REPEAT THE PROCESS,	00983 16
	STARTING WITH THE ORIGINAL POP-GENE FREQUENCIES. NOTE	00983 17
	THAT THE RESULTS VARY FROM TRIAL TO TRIAL. COMPARE YOUR	00983 18
	RESULTS WITH THOSE OF OTHER GROUPS. STATE A	00983 19
	GENERALIZATION BETWEEN POPULATION SIZE AND GENE POOL	00983 20
	STABILITY.	00983 21
*SETTING	SMALL GROUP $\geq 1-12$ STUDENTS+ COLLEGE	00983 10
*MATERIALS	POP BEADS, BAG, METAL TRAYS.	00983 5
*LEVEL	ALL GRADES	00983 8
*GENERAL	GENERALIST	00983 7
*HOURS	60	00983 6
*EVALUATION	TABLE OF DATA UPON THE OBSERVATIONS MADE AND A GENERALIZED	00983 24
	STATEMENT OF THE PRINCIPLE.	00983 25
*FILE	DRIFT S WRIGHT EFFECT FREQUENCY	00983 9

*OBJECTIVE	THE STUDENT SHOULD BE ABLE TO DISCUSS THE RELATIONSHIPS	00982 15
	BETWEEN THE VARIOUS MODELS EFFECTING POPULATIONS AND GENE	00982 16
	FREQUENCIES.	00982 17
*PREREQUISITE	NATURAL SELECTION AND OTHER POP-GENE MODULES, PLUS THE	00982 18
	LECTURE ON EVOLUTION, AND THE SCHEME OF SCIENTIFIC	00982 19
	KNOWLEDGE.	00982 20
*EXPERIENCE	DISCUSS WITH CLASSMATES AND THE PROF. THE CONNECTION	00982 11
	BETWEEN THE HARDY-WEINBERG, SELECTION, AND S. WRIGHT	00982 12
	ACTIVITIES WITH RELATION TO EVOLUTION AND NATURAL	00982 13
	SELECTION.	00982 14
*SETTING	SMALL GROUP $\geq 1-12$ STUDENTS+ - COLLEGE	00982 10
*MATERIALS	NONE	00982 5
*LEVEL	ALL GRADES	00982 8
*GENERAL	GENERALIST	00982 7
*HOURS	40 MIN	00982 6
*EVALUATION	PARTICIPATION IN THE DISCUSSION, PROVIDING EXAMPLES AND	00982 21
	RAISING QUESTIONS.	00982 22
*FILE	ANALYSIS POPULATION GENE FREQUENCY	00982 9

*OBJECTIVE	THE STUDENT WILL OBSERVE, THE EFFECTS OF SEVERAL	00981 16
	POLLUTANTS $\geq$ ABOVE+ UPON LIVING ORGANISMS.	00981 17
*PREREQUISITES	POPULATION MODULES.	00981 18
*EXPERIENCE	RECORD THE RESPONSE OF THE DIFFERENT POPULATIONS IN DROPS	00981 12
	OF POND WATER, OR HAY INFUSION TO DIFFERING CONCENTRATIONS	00981 13
	OF DETERGENTS, GASES $\geq$ CO ₂ , CO ETC.+ OILS AND OTHER	00981 14
	POLLUTANTS.	00981 15
*SETTING	INDEPENDENT - COLLEGE	00981 10
*MATERIALS	MICROSCOPES, SLIDES, COVER SLIPS, DETERGENT, INSECTICIDES,	00981 5
	CO ₂ CYLLINDERS, ETC.	00981
*LEVEL	ALL GRADES	00981 8
*GENERAL	GENERALIST	00981 7
*HOURS	110 MIN	00981 6
*EVALUATION	A SHEET OF RECORDED OBSERVATION ON THE RESPONSE OF THE	00981 19
	VARIOUS POPULATIONS TO THE VARIOUS POLLUTANTS.	00981 20
*FILE	POLLUTION STRESS CONTAMINATION	00981 19

*OBJECTIVE	ACQUIRE A BIOLOGICAL EXPLANATION OF HUMAN LEARNING BEHAVIOR.	00980 14
		00980 15
*PREREQUISITE	SCHEME OF SCIENTIFIC KNOWLEDGE, EVOLUTION MODULES.	00980 16
*EXPERIENCE	READ THE CHAPTER ON EXPLORATION IN THE NAKED APE, NOTE THOSE POINTS WHICH ARE OF PARTICULAR INTEREST TO A TEACHER-PUPIL RELATIONSHIP.	00980 11
		00980 12
		00980 13
*SETTING	INDEPENDENT - COLLEGE	00980 10
*MATERIALS	THE NAKED APE D. MORRIS	00980 5
*LEVEL	ALL GRADES	00980 8
*GENERAL	GENERALIST	00980 7
*HOURS	30 MIN	00980 6
*EVALUATION	AN OUTLINE OF THE FIVE EXPLORATORY BEHAVIOURS FOUND IN PRIMATES.	00980 17
		00980 18
*FILE	EXPLORATION HUMAN LEARNING BIOLOGY	00980 9

*OBJECTIVES	EXAMINE A BIOLOGISTS POINT OF VIEW ON THE EVOLUTIONARY SIGNIFICANCE OF VARIOUS KINDS OF CONSERVATION.	00979 15
		00979 16
*PREREQUISITE	EXPLORATION MODULE	00979 17
*EXPERIENCE	READ AND OUTLINE THE CHAPTER ON (COMFORT) IN THE NAKED APE. NOTE PARTICULARLY, THE VARIOUS KINDS OF TALKING THAT HUMANS DO. CONSIDER FOR CLASS DISCUSSION, HOW THESE VERBAL BEHAVIORS EFFECT THE TEACHER-PUPIL RELATIONSHIP.	00979 11
		00979 12
		00979 13
		00979 14
*SETTING	INDEPENDENT COLLEGE	00979 10
*MATERIALS	THE NAKED APE D. MORRIS	00979 5
*LEVEL	ALL GRADES	00979 8
*GENERAL	GENERALIST	00979 7
*HOURS	30	00979 6
*EVALUATION	OUTLINE OF THE MAJOR POINTS IN THE CHAPT.	00979 18
*FILE	COMMUNICATION COMFORT LEARNING	00979 9

*OBJECTIVE	THE STUDENT SHOULD APPLY THE MORRIS POINT OF VIEW TO HIS DAILY LIFE AND HIS PROFFESSED DESIRE TO BECOME A TEACHER.	00975 17
		00975 18
*PREREQUISITES	EXPLORATION AND COMFORT MODULES.	00975 19
*EXPERIENCE	DISCUSS WITH FELLOW CLASSMATES AND THE PROF. THE IMPLICATIONS OF THE MORRIS CHAPTERS ON EXPLORATION AND COMFORT UPON THE TEACHER - PUPIL RELATIONSHIP. ANALYSE THE ASSUMPTIONS NECESSARY FOR MORRIS TO MAKE THE STATEMENTS IN THE CHAPTERS. DISCUSS HOW UNDERSTANDING MORRIS POINT OF VIEW CAN HELP YOU IN YOUR DAILY DECISIONS AND CONTACTS.	00975 11
		00975 12
		00975 13
		00975 14
		00975 15
		00975 16
*SETTING	SMALL GROUP ≥1-12 STUDENTS - COLLEGE	00975 10
*MATERIALS	NONE	00975 5
*LEVEL	ALL GRA S	00975 8
*GENERAL	GENERAL T	00975 7
*HOURS	50 MIN	00975 6
*EVALUATION	PARTICIPATION IN THE DISCUSSION, PROVIDING EXAMPLES AND QUESTIONS.	00975 20
		00975 21
*FILE	DISCUSSION NAKED APE LEARNING	00975 9

*OBJECTIVES	OBTAIN OTHER THAN THE SCIENTIFIC POINT OF VIEW ON THE PROBLEM OF POPULATION CONTROL IN ORDER TO BE ABLE TO DISCUSS INTELLIGENTLY ALL SIDES OF THE ISSUE, AS WELL AS INSTRUCT HIS CLASSMATES IN THE POINT OF VIEW HE LOCATED.	00973 15
		00973 16
		00973 17
		00973 18
*PREREQUISITES	EVOLUTION AND POPULATION MODULES.	00973 19
*EXPERIENCE	LOCATE AN ARTICLE OR STATEMENT BY ANY PROFESSIONAL OTHER THAN A SCIENTIST ≥PHILOSOPHER, ARTIST, POLITICIAN, CLARIC ON THE TOPIC OF POPULATION CONTROL. OUTLINE HIS POINTS IN PREPARATION FOR A DISCUSSION ON THE SUBJECT.	00973 11
		00973 12
		00973 13
		00973 14
*SETTING	INDEPENDENT - COLLEGE	00973 10

*MATERIALS	NONE	00973	5
*LEVEL	ALL GRADES	00973	8
*GENERAL	GENERALIST	00973	7
*HOURS	60 MIN	00973	6
*EVALUATION	THE PARTICIPATION IN THE DISCUSSION, OR, THE SUBMISSION OF A COPY OF HIS OUTLINE.	00973	20
*FILE	CONTROL LIB, RESEARCH INFORMATION	00973	21
		00973	9

*OBJECTIVE	ACQUIRE THE SCIENTIFIC POINT OF VIEW ON THE PROBLEM OF HUMAN POPULATION CONTROL. EXPERIENCE THE PREPARATION NECESSARY TO GIVE A COHERENT PRESENTATION TO ONES PEERS.	00974	16
		00974	17
		00974	18
*PREREQUISITES	EVOLUTION AND POPULATION MODULES.	00974	19
*EXPERIENCE	ORGANIZE WITH THREE OR FOUR FELLOW CLASSMATES, THE SCIENTISTS POINT OF VIEW ON HUMAN POPULATION CONTROL. TAKE ONE PHASE OF THE TOPIC AND LOCATE TWO OR THREE MAJOR ARTICLES, ABSTRACTING AND SUMMARIZING THEIR CONTENTS INTO A FIVE MINUTE PRESENTATION.	00974	11
		00974	12
		00974	13
		00974	14
		00974	15
*SETTING	SMALL GROUP ≥ 12 STUDENTS.	00974	10
*MATERIALS	LIBRARY	00974	5
*LEVEL	ALL GRADES	00974	8
*GENERAL	GENERALIST	00974	7
*HOURS	80 - 120 MIN.	00974	6
*EVALUATION	A SET OF NOTES NECESSARY FOR THE PRESENTATION.	00974	20
*FILE	CONTROL LIB, RESEARCH INFORMATION	00974	9

*OBJECTIVES	BECOME AWARE OF THE DIVERSITY OF OPINIONS ON AND THE COMPLICATED NATURE OF THE POPULATION PROBLEM. DISCUSS THE URGENCY ON ONE HAND, AND THE DIFFICULTIES IN IMPOSING A STRICTLY SCIENTIFIC SOLUTION ON THE OTHER.	00978	21
		00978	22
		00978	23
*PREREQUISITE	EITHER ONE OF THE LIBRARY RESEARCH MODULES ON POPULATION CONTROL.	00978	24
		00978	25
		00978	26
*EXPERIENCE	ENGAGE IN A PRESENTATION - DISCUSSION ON THE TOPIC OF HUMAN POPULATION CONTROL. ATTEMPT TO RESPOND TO THE PROBLEM USING THE KNOWLEDGE YOU HAVE GAINED IN YOUR LIBRARY RESEARCH AS WELL AS YOUR OWN OPINIONS. MAKE SURE YOU CLEARLY INDICATE WHICH TYPE OF STATEMENT YOU ARE MAKING. CHALLENGE THE STATEMENTS MADE BY YOUR FELLOW CLASSMATES WHEN THEY ARE NOT CLEAR AS TO THE NATURE OF THEIR STATEMENTS. ATTEMPT TO OBTAIN SOME COMMON AGREEMENT AS TO ≥ 1, THE NATURE OF THE PROBLEM, AND ≥ 2, A SOLUTION ACCEPTABLE TO THE MAJORITY.	00978	11
		00978	12
		00978	13
		00978	14
		00978	15
		00978	16
		00978	17
		00978	18
		00978	19
		00978	20
*SETTING	SMALL GROUP ≥ 1-12 STUDENTS, COLLEGE	00978	10
*MATERIALS	NONE	00978	5
*LEVEL	ALL GRADES	00978	8
*GENERAL	GENERALIST	00978	7
*HOURS	50	00978	6
*EVALUATION	PARTICIPATION IN THE DISCUSSION OFFERING COMMENTS, POINTS OF VIEW, CHALLENGING STATEMENTS, AND RISING QUESTIONS.	00978	27
		00978	28
*FILE	DISCUSSION EXCHANGE INFORMATION	00978	9

MATHEMATICS EXPERIENCES

The addition of a liberal education course in mathematics represents a departure from the previous curriculum at this University. While not a new idea, it is important to recognize that in this instance the inclusion arises from the close working relationships established during the project among the scientists, mathematicians, and educators. The role of mathematics in a modern society is quite significant in that the study of patterns provides useful preparation for many socially based problems. In addition, the recent developments in machine calculation have influenced the vary way in which citizens deal with one another and with other groups of individuals in commerce and government.

These freshman level experiences in mathematics are designed to provide the prospective elementary teacher with a view of the historical development of mathematics as well as its place in our technological culture. Emphasis is placed on mathematics as the mathematician views the field and the part mathematics plays in the solution of problems in the physical and social sciences.

Though established as a lecture component the meaning of this term requires careful delineation when applied to mathematics. Far more then mere passive aural reception is required of the student. He is expected to engage actively in the mental processes developed and illustrated by the instructor; to challenge, question, and examine the propositions offered; and to engage in a continuous dialogue with the subject.

Mathematics is designed for scheduled sessions three times a week and in unscheduled "work" sessions as needed by class members. Much of the learning is expected to take place in the classroom; however the reinforcement of a new idea must necessarily come through independent study. The student is provided with a variety of examples which, though subtly different, basically involve the idea under investigation at each session.

OUTLINE OF TOPICS

MATHEMATICS

1. Introduction to logic and definition of terms.
2. Compound statements, tautology and derived implications.
3. Laws of substitution and modus ponens, direct and indirect proof.
4. Properties of integers. Divisibility (f a/b & a/c , then i, $a/b + c$; ii. $a/b - c$; iii $a/b -c$)
5. Division algorithm, squares, divisibility (If a/b , a/c , then $a/b \times + cy$).
6. Rules of Divisibility by 2,3,4,5,7,9,10
7. Primes, Sieve of Eratosthenes, Infinitude of primes, Fundamental Theorem of Arithmetic.
8. G.C.D., Euclid's Algorithm, Some unsolved problems.
9. Addition and multiplication properties of finite number systems, Introduction to congruence.
10. Definition and properties of congruence, Residue classes.
11. Solution of congruences, Linear congruences, Divisibility and congruences.
12. Pythagorean theorem.
13. Pythagorean triples, primitive Pythagorean triangles.
14. Problem solving for Pythagorean triangles, Square roots.
15. Abstract mathematics systems, Fields.

16. Some field theorems, Groups.
17. Groups of symmetries of a square.
18. Some group theorems, Permutation groups.
19. Probability, Experiments with dice.
20. Mutually exclusive events, Probability of independent events.
21. Various averages--mean, median, mode, standard deviation.
22. Finite geometries, six point geometry, A model.
23. Some theorems of six point geometry.
24. Independence and completeness, seven point geometry.
25. Matrices, history and definitions, Additive properties.
26. Multiplication of matrices, Associativity, 2×2 inverses.
27. History of computers, Components, Speed, Binary system.
28. Octal system, Conversion from binary to octal, Octal system and computers, Base system and computers.
29. Introduction to FORTRAN, Definitions of constants, variables, etc., Arithmetic operations.
30. Integer arithmetic, truncation, Transfer statements - "To To" and "If".
31. Program writing. Dimension statement and subscripts, Do loops.

*OBJECTIVES	TO BECOME FAMILIAR WITH THE VOCALULARY AND FUNDAMENTAL COMPONENTS OF A LOGICAL SYSTEM.	01199 17
*PREREQUISITE	NONE	01199 18
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON LOGIE, INDUCTIVE AND DEDUCTIVE REASONING, ARGUMENTS, UNDEFINED TERMS, STATEMENTS, THEOREMS AND PROOFS ARE DISCUSSED. AXIONS, VALID ARGUMENTS DEDUCED FROM THEM ≥PROOFS, AND THE CONCLUSIONS OF THESE ARGUMENTS ≥THEOREMS, ARE SHOWN TO BE THE FUNDAMENTAL COMPONENTS OF A LOGICAL SYSTEM.	01199 19
		01199 11
		01199 12
		01199 13
		01199 14
		01199 15
*SETTING	LARGE GROUP COLLEGE	01199 16
*MATERIALS	NONE	01199 10
*LEVEL	ALL GRADES	01199 5
*GENERAL	ALL CANDIDATES	01199 8
*HOURS	3/4	01199 7
*EVALUATION	THE STUDENT CAN DISTINGUISH, WITH 80% ACCURACY BETWEEN INDUCTIVE AND DEDUCTIVE REASONING FROM A LIST ILLUSTRATRY	01199 6
BOTH. HE CAN	EXPLAIN THE NEED FOR UNDEFINED TERMS AND RECOGNIZE STATEMENTS FROM A LIST OF SENTENCES, HE CAN EXPLAIN WHAT AN ARGUMENT IS.	01199 20
		01199 21
		01199 22
		01199 23
		01199 24
*FILE	LOGIE ARGUMENTS REASONING	01199 9

*OBJECTIVES	TO LEARN HOW TO USE VENN DIAGRAMS TO TEST THE VALIDITY OF SYLLOGISTIC TYPE ARGUMENTS.	01200 13
*PREREQUISITE	1199	01200 14
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH VENN DIAGRAMS ARE USED TO TEST THE VALIDITY OF SYLLOGISTIC TYPE ARGUMENTS.	01200 15
		01200 11
		01200 12
*SETTING	LARGE GROUP COLLEGE	01200 10
*MATERIALS	NONE	01200 5
*LEVEL	ALL GRADES	01200 8
*GENERAL	ALL CANDIDATES	01200 7
*HOURS	1/4	01200 6
*EVALUATION	THE STUDENT CAN CORRECTLY USE VENN DIAGRAMS TO TEST THE VALIDITY OF SYLLOGISTIC TYPE ARGUMENTS.	01200 16
		01200 17
*FILE	LOGIE ARGUMENTS VENN DIAGRAMS	01200 9

*OBJECTIVES	TO LEARN HOW TO FORM THE FUNDAMENTAL COMPOUND STATEMENTS AND USE TRUTH TABLES TO LIST THEIR TRUTH VALUES.	01201 16
		01201 17
*PREREQUISITE	1200	01201 18
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH THE FUNDAMENTAL COMPOUND STATEMENTS ≥NEGATION, CONJUNCTION, DISJUNCTION, IMPLICATION AND EQUIVALENCE, ARE DEFINED. TRUTH TABLE ARE INTRODUCED AS A SCHEME TO LIST THE VARIOUS TRUTH VALUES OF A COMPOUND ≥OR NEGATED, STATEMENT.	01201 11
		01201 12
		01201 13
		01201 14
		01201 15
*SETTING	LARGE GROUP COLLEGE	01201 10
*MATERIALS	NONE	01201 5
*LEVEL	ALL GRADES	01201 8
*GENERAL	ALL CANDIDATES	01201 7
*HOURS	1/2	01201 6
*EVALUATION	THE STUDENT CAN FORM THE NEGATION OF 5 GIVEN STATEMENTS AND THE FUNDAMENTAL COMPOUNDS OF 5 GIVEN PAIRS OF STATEMENTS, HE CAN CONVERT COMPOUND STATEMENTS FORM ENGLISH TO SYMBOLIC FORM AND VICE-VERSA AND HE CAN USE TRUTH TABLES TO DEFINE THE VARIOUS COMPOUND STATEMENTS.	01201 19
		01201 20
		01201 21
		01201 22
		01201 23
*FILE	LOGIE COMPOUND STATEMENT TRUTH TABLE	01201 9

*OBJECTIVES	TO LEARN HOW TO RECOGNIZE A TAUTOLOGY AND TO KNOW THE NAMES OF THREE IMPORTANT ONES.	01202 15
		01202 16
*PREREQUISITE	1201	01202 17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH A TAUTOLOGY IS DEFINED AND THE LAW OF CONTRADICTION, LAW OF EXCLUDED MIDDLE AND THE CHAIN RULE ≥LAW OF SYLLOGISMS, ARE GIVEN AS IMPORTANT EXAMPLES OF TAUTOLOGIES.	01202 11
		01202 12
		01202 13
		01202 14
*SETTING	LARGE GROUP COLLEGE	01202 10
*MATERIALS	NONE	01202 5
*LEVEL	ALL GRADES	01202 8
*GENERAL	ALL CANDIDATES	01202 7

*HOURS	1/4	01202	6
*EVALUATION	THE STUDENT CAN NAME AND STATE THE THREE TAUTOLOGIES GIVEN IN CLASS. HE CAN VERIFY WHETHER 10 GIVEN STATEMENTS ARE TAUTOLOGIES.	01202	18
		01202	19
		01202	20
*FILE	LOGIC TAUTOLOGIES	01202	9

*OBJECTIVES	TO KNOW THE DEFINITIONS OF, AND HOW TO FORM, THE DERIVED IMPLICATIONS.	01203	16
		01203	17
*PREREQUISITE	1201	01203	18
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON THE DERIVED IMPLICATIONS: CONVERSE, INVERSE AND CONTRAPOSITIVE. THEY ARE DEFINED AND EXAMPLES ARE GIVEN. AN IMPLICATION AND ITS CONTRAPOSITIVE ARE SHOWN TO BE EQUIVALENT, AS ARE THE CONVERSE AND INVERSE.	01203	11
		01203	12
		01203	13
		01203	14
		01203	15
*SETTING	LARGE GROUP COLLEGE	01203	10
*MATERIALS	NONE	01203	5
*LEVEL	ALL GRADES	01203	8
*GENERAL	ALL CANDIDATES	01203	7
*HOURS	1/4	01203	6
*EVALUATION	THE STUDENT CAN DEFINE THE DERIVED IMPLICATIONS AND FORM THEM 3 GIVEN IMPLICATIONS.	01203	19
		01203	20
*FILE	LOGIC DERIVED IMPLICATION CONTRAPOSITIVE	01203	9

*OBJECTIVES	TO BE ABLE TO RECOGNIZE AND USE THE LAWS OF SUBSTITUTION AND DETACHMENT IN TESTING AN ARGUMENT FOR VALIDITY. TO BE ABLE TO CONSTRUCT SIMPLE VALID ARGUMENTS.	01204	17
		01204	18
		01204	19
*PREREQUISITE	1199, 1200, 1201, 1202, 1203	01204	20
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH THE LAWS OF SUBSTITUTION AND DETACHMENT $\geq$ MODES $\geq$ CONJUNCTION ARE DESCRIBED AND A VALID ARGUMENT IS DEFINED FORMALLY $\geq$ CONJUNCTION OF PREMISES IMPLY THE CONCLUSION. IT IS EMPHASIZED THAT THE VALIDITY OF AN ARGUMENT IS INDEPENDENT OF THE TRUTH VALUES OF ITS STATEMENTS.	01204	11
		01204	12
		01204	13
		01204	14
		01204	15
*SETTING	LARGE GROUP COLLEGE	01204	16
*MATERIALS	NONE	01204	10
*LEVEL	ALL GRADES	01204	5
*GENERAL	ALL CANDIDATES	01204	8
*HOURS	3/4	01204	7
*EVALUATION	THE STUDENT CAN CORRECTLY TEST THE VALIDITY OF 3 GIVEN ARGUMENTS. USING THE LAW OF DETACHMENT HE CAN DRAW VALID CONCLUSION FROM 3 SETS OF PREMISES. GIVEN A PREMISE AND A CONCLUSION HE CAN ADD ANOTHER PREMISE SO THAT THE ARGUMENT IS VALID.	01204	6
		01204	21
		01204	22
		01204	23
		01204	24
		01204	25
*FILE	LOGIC VALID ARGUMENTS	01204	9

*OBJECTIVES	TO LEARN THE DIFFERENCE BETWEEN DIRECT AND INDIRECT PROOF AND HOW TO APPLY EACH.	01205	13
		01205	14
*PREREQUISITE	1204	01205	15
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH DIRECT AND INDIRECT PROOF ARE DISCUSSED. EXAMPLES OF EACH ARE GIVEN.	01205	11
		01205	12
*SETTING	LARGE GROUP COLLEGE	01205	10
*MATERIALS	NONE	01205	5
*LEVEL	ALL GRADES	01205	8
*GENERAL	ALL CANDIDATES	01205	7
*HOURS	1/2	01205	6
*EVALUATION	THE STUDENT CAN PROVE THAT ARGUMENTS ARE VALID $\geq$ IN ENGLISH AND SYMBOLICALLY, USING DIRECT AND INDIRECT PROOF. $\geq$ 2 OF EACH.	01205	16
		01205	17
		01205	18

*FILE	LOGIC DIRECT PROOF INDIRECT PROOF	01205 9
-------	-----------------------------------	---------

*OBJECTIVES	TO LEARN ABOUT THE HINDU-ARABIC NUMERATION SYSTEM.	00120014
*PREREQUISITE	NONE	00120015
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON THE HINDU-ARABIC NUMERATION SYSTEM, EXPONENTIAL PLACE-VALUE AND COUNTING BOARDS ARE DISCUSSED.	00120011 00120012 00120013
*SETTING	LARGE GROUP, COLLEGE	00120010
*MATERIALS	NONE	00120005
*LEVEL	ALL GRADES	00120008
*GENERAL	ALL CANDIDATES	00120007
*HOURS	1	00120006
*EVALUATION	THE STUDENT CAN EXPLAIN THE EXPONENTIAL PLACE-VALUE METHOD OF WRITING NUMBERS IN THE HINDU-ARABIC DECIMAL SYSTEM. HE CAN REPRESENT 20 NUMBERS ON A COUNTING BOARD.	00120016 00120017 00120018
*FILE	NUMERATION SYSTEMS PLACE-VALUE COUNTING BOARDS	00120009

*OBJECTIVES	TO BE ABLE TO RECOGNIZE AND APPLY THE ALGEBRAIC PROPERTIES OF THE INTEGERS.	01206 15 01206 16
*PREREQUISITE	NONE	01206 17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH THE INTEGERS ARE DISCUSSED. THE ALGEBRAIC PROPERTIES WHICH ADDITION AND MULTIPLICATION OF INTEGERS SATISFY ARE PRESENTED AND EXAMPLES OF EACH ARE GIVEN.	01206 11 01206 12 01206 13 01206 14
*SETTING	LARGE GROUP COLLEGE	01206 10
*MATERIALS	NONE	01206 5
*LEVEL	ALL GRADES	01206 8
*GENERAL	ALL CANDIDATES	01206 7
*HOURS	1/2	01206 6
*EVALUATION	THE STUDENT CAN LIST THE ALGEBRAIC PROPERTIES OF THE INTEGERS AND GIVE EXAMPLES OF EACH. GIVEN 5 EQUATIONS HE CAN TELL WHICH PROPERTY MAKES THE EQUATION TRUE E.G. $5+3 \times 3+5=$	01206 18 01206 19 01206 20 01206 21
*FILE	INTEGERS ALGEBRAIC PROPERTIES	01206 9

*OBJECTIVES	TO LEARN SOME OF THE ELEMENTARY FACTS ABOUT DIVISIBILITY.	01207 18
*PREREQUISITE	1206	01207 19
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON DIVISIBILITY. (DIVISOR, FACTOR) AND (MULTIPLE) ARE DEFINED, DIVISION BY ZERO IS SHOWN TO BE IMPOSSIBLE AND BASIC THEOREMS ABOUT DIVISIBILITY ARE PROVEN. IF A NUMBER DIVIDES TWO NUMBERS THEN IT DIVIDES THEIR SUM, DIFFERENCE AND PRODUCT. IF A DIVIDES 6 THEN A DIVIDES BC, IF A DIVIDES 6 AND C THEN A DIVIDES $8x+5y$.	01207 11 01207 12 01207 13 01207 14 01207 15 01207 16 01207 17
*SETTING	LARGE GROUP COLLEGE	01207 10
*MATERIALS	NONE	01207 5
*LEVEL	ALL GRADES	01207 8
*GENERAL	ALL CANDIDATES	01207 7
*HOURS	1/2	01207 6
*EVALUATION	THE STUDENT CAN DEFINE (FACTOR), (MULTIPLE) AND (DIVISOR). PROVE THE THEOREMS GIVEN IN THE LECTURE AND GIVE AN EXAMPLE OF EACH.	01207 20 01207 21 01207 22
*FILE	DIVISIBILITY PROPERTIES	01207 9

*OBJECTIVES	TO BE ABLE TO APPLY THE DIVISION ALGORITHM AND PROVE THEOREMS DERIVED FROM IT.	01208 16 01208 17
*PREREQUISITE	1206, 1207	01208 18

*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH THE DIVISION ALGORITHM IS PRESENTED WITHOUT PROOF, AND SEVERAL THEOREMS ON DIVISIBILITY DERIVED FROM IT ARE PROVEN. $\geq E.G. M2(4K \text{ OR } 4K+1, M2(3K \text{ OR } 3K+1, \text{ EVEN} + \text{EVEN/EVEN, EVEN} + \text{ODD(ODD} +$	01208 11 01208 12 01208 13 01208 14 01208 15
*SETTING	LARGE GROUP COLLEGE	01208 10
*MATERIALS	NONE	01208 5
*LEVEL	ALL GRADES	01208 8
*GENERAL	ALL CANDIDATES	01208 7
*HOURS	1	01208 6
*EVALUATION	THE STUDENT CAN SUCCESSFULLY APPLY THE DIVISION ALGORITHM 4 TIMES. HE CAN PROVE THAT $\text{ODD} + \text{ODD/EVEN, ODD} + \text{ODD(ODD ETC. HE CAN PROVE THAT } M4(5K \text{ OR } 5K+18 \text{ THAT } N \geq N+1, +N+Z+ \text{ IS ALWAYS DIVISIBLE BY 5 AND SIMILAR DIVISIBILITY THEOREMS. INTEGERS DIVISION ALGORITHM}$	01208 19 01208 20 01208 21 01208 22 01208 9

*OBJECTIVES	TO LEARN THE DEFINITION OF PRIME AND COMPOSITE NUMBERS AND TO BE ABLE TO PROVE AND APPLY THE FUNDAMENTAL THEOREM OF ARITHMETIC,	01209 16 01209 17 01209 18
*PREREQUISITE	NONE	01209 19
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON PRIME NUMBERS. PRIMES AND COMPOSITES ARE DEFINED, THE SIEVE OF ERATOSTHENES IS DESCRIBED. THE FUNDAMENTAL THEOREM OF ARITHMETIC IS PROVEN AND VARIOUS METHODS FOR FACTORING A NUMBER ARE DISCUSSED.	01209 11 01209 12 01209 13 01209 14 01209 15
*SETTING	LARGE GROUP COLLEGE	01209 10
*MATERIALS	NONE	01209 5
*LEVEL	ALL GRADES	01209 8
*GENERAL	ALL CANDIDATES	01209 7
*HOURS	3/4	01209 6
*EVALUATION	THE STUDENT CAN DEFINE PRIME AND COMPOSITE NUMBERS AND PROVE THE FUNDAMENTAL THEOREM OF ARITHMETIC. HE CAN FIND THE PRIME FACTORS OF 5 GIVEN NUMBERS WITH 80% ACCURACY.	01209 20 01209 21 01209 22
*FILE	PRIME NUMBERS FUNDAMENTAL THEOREM OF ARITHMETIC FACTORING	01209 9 01209

*OBJECTIVE	TO KNOW HOW TO PROVE THAT THERE ARE AN INFINITE NUMBER OF PRIMES.	01210 15 01210 16
*PREREQUISITE	1209	01210 17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH IT IS SHOWN THAT THE NUMBER OF PRIMES IS INFINITE. IT IS SHOWN THAT IF $P_1, \dots, P_2$ ARE PRIMES THEN THE PRIME FACTORS OF $P_1 P_2 \dots P_R + 1$ ARE DISTINCT FROM $P_1, P_2, \dots, P_R$.	01210 11 01210 12 01210 13 01210 14
*SETTING	LARGE GROUP COLLEGE	01210 10
*MATERIALS	NONE	01210 5
*LEVEL	ALL GRADES	01210 8
*GENERAL	ALL CANDIDATES	01210 7
*HOURS	1/4	01210 6
*EVALUATION	GIVEN PRIMES $P_1, \dots, P_R$ THE STUDENT CAN COMPUTE $P_1 \dots P_R + 1$ AND FIND ITS FACTORS.	01210 18 01210 19
*FILE	PRIMES INFINITUDE OF PRIMES PROOFS	01210 9

*PREREQUISITE	1210	01211 14
*EXPERIENCE	TO LEARN THE DEFINITION OF THE GREATEST COMMON DIVISOR. TO BE ABLE TO APPLY THE EUCLIDIAN ALGORITHM AND EXPRESS $\geq A, B$ AS $AX + BY$.	01211 11 01211 12 01211 13
*SETTING	LARGE GROUP COLLEGE	01211 10
*MATERIALS	NONE	01211 5

*LEVEL	ALL GRADES	01211	8
*GENERAL	ALL CANDIDATES	01211	7
*HOURS	3/4	01211	6
*EVALUATION	THE STUDENT CAN FIND THE GREATEST COMMON DIVISOR OF 10 PAIRS OF NUMBERS, BY TRIAL AND ERROR AND BY THE EUCLIDIAN ALGORITHM AND BE CAN EXPRESS THEM AS LINE AN COMBINATIONS OF THE PAIRS WITH 70% ACCURACY.	01211	15
		01211	16
		01211	17
		01211	18
*FILE	GREATEST COMMON DIVISON EUCLIDIAN ALGORITHM	01211	9

*OBJECTIVES	TO BE AWARE OF SOME UNSOLVED PROBLEMS ABOUT PRIMES.	01212	16
*PREREQUISITE	1211	01212	17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH SOME UNSOLVED PROBLEMS ABOUT PRIMES ARE INTRODUCED. AMONG THEM ARE: THE INFINITUDE OF TWIN PRIMES, OF PRIMES OF THE FORM N^2-2 OF THE FORM $P \times 7M+3$ SUCH THAT $Q \times 2P+1$ IS ALSO A PRIME. ALSO GOLDBACHS CONJECTURE IS PRESENTED.	01212	11
		01212	12
		01212	13
		01212	14
		01212	15
*SETTING	LARGE GROUP COLLEGE	01212	10
*MATERIALS	NONE	01212	5
*LEVEL	ALL GRADES	01212	8
*GENERAL	ALL CANDIDATES	01212	7
*HOURS	1/4	01212	6
*EVALUATION	THE STUDENT CAN STATE SOME UNSOLVED PROBLEMS ABOUT PRIME NUMBERS,	01212	18
		01212	19
*FILE	PRIMES UNSOLVED PROBLEMS	01212	9

*OBJECTIVES	TO LEARN ABOUT THE EXISTENCE AND SOME PROPERTIES OF MODULAR SYSTEMS AND TO DEVELOP A PRELIMINARY NOTION OF CONGRVENCE CLASS.	00097015
		00097016
		00097017
*PREREQUISITE	LM-4	00097018
*EXPERIENCE	THE STUDENT LISTENS TO AN INTRODUCTORY LECTURE ON MODULAR NUMBER SYSTEMS. ADDITIVE AND MULTIPLICATIVE PROPERTIES ARE OBSERVED, CLOCK ARITHMETIC IS INTRODUCED AND THE INTEGERS ARE PUT INTO CONGRVENCE CLASSES,	00097011
		00097012
		00097013
		00097014
*SETTING	LARGE GROUP, COLLEGE	00097010
*MATERIALS	NONE	00097005
*LEVEL	ALL GRADES	00097008
*GENERAL	ALL CANDIDATES	00097007
*HOURS	1	00097006
*EVALUATION	THE STUDENT CAN CONSTRUCT ADDITION AND MULTIPLICATION TABLES FOR THE INTEGERS MOD 11 AND USE THEM TO VERIFY THE ADDITIVE AND MULTIPLICATIVE PROPERTIES. HE CAN MARK A CIRCLE INTO A GIVEN NUMBER OF PARTS AND GIVE THREE INTEGERS IN EACH CONGRVENCE CLASS SO DETERMINED.	00097019
		00097020
		00097021
		00097022
		00097023
*FILE	MODULAR ARITHMETIC CONGRVENCE CLASSES CLOCK ARITHMETIC	00097009

*OBJECTIVES	TO LEARN THE FUNDAMENTAL PROPERTIES OF CONGRVENCE.	01213	16
*PREREQUISITE	97	01213	17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH CONGRVENCE IS FORMALLY DEFINED. SOME PROPERTIES OF CONGRVENCE ARE PROVEN $\geq$ E.G. THE ADDITIVE AND MULTIPLICATIVE PROPERTIES OF CONGRVENCE, AND EXAMPLES ARE GIVEN TO ILLUSTRATE EACH THEOREM,	01213	11
		01213	12
		01213	13
		01213	14
		01213	15
*SETTING	LARGE GROUP COLLEGE	01213	10
*MATERIALS	NONE	01213	5
*LEVEL	ALL GRADES	01213	8
*GENERAL	ALL CANDIDATES	01213	7
*HOURS	1/2	01213	6
*EVALUATION	THE STUDENT CAN DETERMINE WHEATHER 5 GIVEN CONGRVENCE	01213	18

	ARE TRUE OR FALSE, HE CAN REPLACE THE VARIABLE IN 4 OPEN CONGRUENCE SO AS TO MAKE THEM TRUE E.G. $3A+5 \equiv 11$	01213 19 01213 20
*FILE	MODULAR SYSTEMS CONGRUENCE	01213 9
*OBJECTIVES	TO BE ABLE TO FIND A COMPLETE SYSTEM OF RESIDUES SATISFYING CERTAIN CRITERIA AND TO BE ABLE TO DETERMINE IF A GIVEN SET OF INTEGERS FORMS A COMPLETE SYSTEM OF RESIDUES.	01214 15 01214 16 01214 17 01214 18
*PREREQUISITE	1213	01214 19
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON RESIDUE CLASSES. IT IS SHOWN THAT IF $R_1, \dots, R_M$ IS A COMPLETE SET OF RESIDUES MOD M AND $2A, M \nmid 1$ THEN $AR_1, AR_2, \dots, AR_M$ IS ALSO A COMPLETE SET OF RESIDUES MOD M .	01214 11 01214 12 01214 13 01214 14
*SETTING	LARGE GROUP COLLEGE	01214 10
*MATERIALS	NONE	01214 5
*LEVEL	ALL GRADES	01214 8
*GENERAL	ALL CANDIDATES	01214 7
*HOURS	1/2	01214 6
*EVALUATION	THE STUDENT CAN DETERMINE WHETHER 3 GIVEN SETS OF INTEGERS COMPLETE SET OF RESIDUES MOD 5 COMPOSED OF MULTIPLES OF NINE.	01214 20 01214 21 01214 22
*FILE	MODULAR SYSTEMS RESIDUE CLASSES	01214 9
*OBJECTIVES	TO BE ABLE TO SOLVE CONGRUENCE EQUATIONS.	01215 15
*PREREQUISITE	97, 1214	01215 16
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH CONGRUENCE EQUATIONS ARE STUDIED. QUADRATIC CONGRUENCES ARE SOLVED BY TRAIL AND ERROR AND THE THEORY OF LINEAR CONGRUENCES IS COMPLETELY DEVELOPED. NUMEROUS EXAMPLES ARE GIVEN.	01215 11 01215 12 01215 13 01215 14
*SETTING	LARGE GROUP COLLEGE	01215 10
*MATERIALS	NONE	01215 5
*LEVEL	ALL GRADES	01215 8
*GENERAL	ALL CANDIDATES	01215 7
*HOURS	3/4	01215 6
*EVALUATION	THE STUDENT CAN SOLVE OR SHOW UNSOLVABLE 3 QUADRATIC CONGRUENCES. HE CAN DETERMINE WHETHER SOLUTIONS TO BE GIVEN LINEAR CONGRUENCES EXIST AND IF SO FIND THEM.	01215 17 01215 18 01215 19
*FILE	MODULAR SYSTEMS CONGRUENCE EQUATIONS QUADRATIC CONGRUENCE	01215 9 01215
*OBJECTIVES	TO BE ABLE TO APPLY THE THEORY OF CONGRUENCE TO TEST FOR DIVISIBILITY AND TO VERIFY THE METHOD OF CASTING OUT NINES	01216 14 01216 15
*PREREQUISITE	1215	01216 16
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH THE METHODS OF CASTING OUT NINES AND TESTING FOR DIVISIBILITY BY FOUR ARE DEVELOPED USING CONGRUENCES.	01216 11 01216 12 01216 13
*SETTING	LARGE GROUP COLLEGE	01216 10
*MATERIALS	NONE	01216 5
*LEVEL	ALL GRADES	01216 8
*GENERAL	ALL CANDIDATES	01216 7
*HOURS	1/4	01216 6
*EVALUATION	THE STUDENT CAN EXPLAIN WHY CASTING OUT NINES WORKS. HE CAN DEVELOPE, USING CONGRUENCE, RULES FOR DIVISIBILITY BY 2, 3, 5, 8 AND 10.	01216 17 01216 18 01216 19
*FILE	CONGRUENCE DIVISIBILITY CASTING OUT NINES	01216 9

*OBJECTIVES	TO LEARN THE HISTORY OF THE PYTHAGOREAN THEOREM AND SOME OF THE PROOFS.	00100813
*PREREQUISITE	THE STUDENT MUST KNOW WHAT A RIGHT TRIANGLE IS AND THAT THE SUM OF THE ANGLES IN A TRIANGLE IS 180	00100814
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE GIVING THE HISTORY AND SOME PROOF OF THE PYTHAGOREAN THEOREM.	00100815
*SETTING	LARGE GROUP, COLLEGE	00100816
*MATERIALS	NONE	00100811
*LEVEL	ALL GRADES	00100812
*GENERAL	ALL CANDIDATES	00100810
*HOURS	1	00100805
*EVALUATION	THE STUDENT CAN SUMMARIZE THE HISTORY OF THE PYTHAGOREAN THEOREM AND REPRODUCE TWO PROOFS. HE CAN FIND THE LENGTH OF THE DIAGONAL OF A RECTANGULAR SOLID GIVEN THE LENGTHS OF THE THREE SIDES.	00100808
*FILE	PYTHAGOREAN THEOREM	00100807

*OBJECTIVES	TO LEARN SOME ELEMENTARY PROPERTIES OF PYTHAGOREAN TRIPLES OF INTEGERS	00101017
*PREREQUISITES	MODULES 1213, 1216, 1217, 100	00101018
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON PYTHAGOREAN TRIPLES OF INTEGERS. ELEMENTARY PROPERTIES CONCERNING THE PAIRITY OF THE NUMBERS IN A PYTHAGOREAN TRIPLE ARE PRESENTED. IT IS SHOWN THAT IN A PRIMITIVE PYTHAGOREAN TRIANGLE THERE IS A SIDE OF LENGTH DIVISIBLE BY THREE AND A SIDE OF LENGTH DIVISIBLE BY FIVE.	00101019
*SETTING	LARGE GROUP, COLLEGE	00101011
*MATERIALS	NONE	00101012
*LEVEL	ALL GRADES	00101013
*GENERAL	ALL CANDIDATES	00101014
*HOURS	1	00101015
*EVALUATION	THE STUDENT CAN SELECT THE PYTHAGOREAN TRIPLES FROM GIVEN TRIPLES OF INTEGERS. HE CAN PROVE SOME BASIC PROPERTIES OF PYTHAGOREAN TRIPLES OF INTEGERS, E.G. HE CAN PROVE THAT THE LENGTH OF A SIDE OF A PRIMITIVE PYTHAGOREAN TRIANGLE IS DIVISIBLE BY 4.	00101016
*FILE	PYTHAGOREAN THEOREM PYTHAGOREAN TRIPLES	00101010

*OBJECTIVES	TO BE ABLE TO SOLVE SOME PROBLEMS ABOUT PRIMITIVE PYTHAGOREAN TRIPLES OF INTEGERS.	01217 17
*PREREQUISITE	100,101	01217 18
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON SOLVING PROBLEMS ABOUT PRIMITIVE PYTHAGOREAN TRIANGLES. FOR EXAMPLE, IF x, y, z IS A PRIMITIVE PYTHAGOREAN TRIPLE WITH x EVEN, y AND z ODD THEN THE STUDENT IS SHOWN HOW TO FIND x, y, z IF $z \equiv x+1$. ALSO METHODS ARE GIVEN FOR FINDING y AND z GIVEN x AND FOR FINDING x AND z GIVEN y .	01217 19
*SETTING	LARGE GROUP COLLEGE	01217 11
*MATERIALS	NONE	01217 12
*LEVEL	ALL GRADES	01217 13
*GENERAL	ALL CANDIDATES	01217 14
*HOURS	3/4	01217 15
*EVALUATION	THE STUDENT CAN FIND ALL PYTHAGOREAN TRIPLES WHEN $x \equiv 32$ AND ALSO WHEN $y \equiv 27$. HE CAN PROVE THAT IF x, y, z IS A PRIMITIVE PYTHAGOREAN TRIPLE THEN $z \equiv y+1$ AND $z \equiv x+1$.	01217 16
*FILE	PYTHAGOREAN TRIPLES SOLVING PYTHAGORAN PROBLEMS	01217 10

*OBJECTIVES	TO BE ABLE TO CONSTRUCT SQUARE ROOTS WITH THE SQUARE-ROOT SPINAL.	01218 13
		01218 14

*PREREQUISITE	V100 MODULE	01218 15
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON CONSTRUCTING THE SQUARE-ROOT SPIRAL ACCORDING TO THE PYTHAGOREAN THEOREM.	01218 11
		01218 12
*SETTING	LARGE GROUP COLLEGE	01218 10
*MATERIALS	RULER AND PROTRACTOR.	01218 5
*LEVEL	ALL GRADES	01218 8
*GENERAL	ALL CANDIDATES	01218 7
*HOURS	1/4	01218 6
*EVALUATION	THE STUDENT CAN CONSTRUCT THE SQUARE ROOT SPIRAL UP TO THE SQUARE ROOT OF 10.	01218 16
		01218 17
*FILE	PYTHAGOREAN THEOREM SQUARE ROOT SPECIAL	01218 9

*OBJECTIVES	TO LEARN WHAT CONSTITUTES AN ABSTRACT MATHEMATICAL SYSTEM AND TO LEARN THE DEFINING PROPERTIES OF A FIELD AS AN EXAMPLE.	00103016
		00103017
		00103018
*PREREQUISITES	MODULES 1204, 1205, 1211, 1212	00103019
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE IN WHICH ABSTRACT MATHEMATICAL SYSTEMS ARE DESCRIBED AND FIELDS ARE DEFINED. BINARY OPERATIONS AND EQUIVALENCE RELATIONS ARE DISCUSSED AND THE RATIONAL NUMBERS AND EVEN-ODD ARITHMETIC ARE GIVEN AS EXAMPLES OF FIELDS.	00103011
		00103012
		00103013
		00103014
		00103015
*SETTING	LARGE GROUP, COLLEGE	00103010
*MATERIALS	NONE	00103005
*LEVEL	ALL GRADES	00103008
*GENERAL	ALL CANDIDATES	00103007
*HOURS	1	00103006
*EVALUATION	THE STUDENT CAN DETERMINE WHETHER GIVEN RELATIONS ARE EQUIVALENCE RELATIONS AND, IF NOT, WHICH OF THE THREE PROPERTIES THEY DO POSSESS. HE CAN LIST THE FIELD AXIOMS AND GIVE AN EXAMPLE OF A FIELD. HE CAN DETERMINE WHICH FIELD AXIOMS ARE TRUE FOR GIVEN SETS OF NUMBERS.	00103020
		00103021
		00103022
		00103023
		00103024
*FILE	ALGEBRA FIELDS BINARY OPERATION	00103009

*OBJECTIVES	TO LEAN SOME ELEMENTARY FIELD PROPERTIES.	01219 14
*PREREQUISITE	97,103	01219 15
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH SOME ELEMENTARY FIELD THEOREMS ARE PROVEN AND DISCUSSED. FOR EXAMPLE, $A \neq 0, \geq -1, A \neq A, \text{ If } A.B \neq 0 \text{ THEN } A \neq 0 \text{ OR } B \neq 0, -2 = -X + X.$	01219 11
		01219 12
		01219 13
*SETTING	LARGE GROUP COLLEGE	01219 10
*MATERIALS	NONE	01219 5
*LEVEL	ALL GRADES	01219 8
*GENERAL	ALL CANDIDATES	01219 7
*HOURS	1/2	01219 6
*EVALUATION	THE STUDENT CAN FIND MULTIPLICATION AND ADDITIVE UNIVERSES OF 4 GIVEN RATIONAL NUMBERS. HE CAN PROVE THE MULTIPLICATIVE AND ADDITIVE CANCELLATION LAWS FOR A FIELD. HE CAN PROVE THE UNIQUENESS OF THE MULTIPLICATIVE AND ADDITIVE IDENTITIES.	01219 16
		01219 17
		01219 18
		01219 19
		01219 20
*FILE	ALGEBRA FIELDS	01219 9

*OBJECTIVES	TO LEARN THE DEFINITION OF A GROUP AND TO BE ABLE TO RECOGNIZE A GROUP.	01220 13
		01220 14
*PREREQUISITE	97,103.	01220 15
*EXPERIENCE	THE STUDENTS ATTENDS A LECTURE IN WHICH A GROUP IS DEFINED MOD 5 ADDITION IS GIVEN AS AN EXAMPLE	01220 11
		01220 12
*SETTING	LARGE GROUP COLLEGE	01220 10
*MATERIALS	NONE	01220 5
*LEVEL	ALL GRADES	01220 8

*GENERAL	ALL CANDIDATES	01220	7
*HOURS	1/2	01220	6
*EVALUATION	THE STUDENT CAN DETERMINE WHETHER GIVEN SYSTEM WITH GIVEN OPERATIONS ARE GROUPS. HE CAN PROVE THAT THE IDENTITY AND INVERSES IN A GROUP ARE UNIQUE.	01220	16
		01220	17
		01220	18
*FILE	GROUP DEFINITION	01220	9

*OBJECTIVES	TO BE ABLE TO PROVE SOME BASIC THEOREMS ABOUT GROUPS,	01221	15
*PREREQUISITE	103,1220,105	01221	16
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH SOME BASIC THEOREMS OF GROUP THEORY ARE PROVEN. AMONG THEM ARE THE UNIQUENESS OF IDENTITY AND INVERSES AND THE CANCELLATION LAW.	01221	11
		01221	13
		01221	14
*SETTING	LARGE GROUP COLLEGE	01221	10
*MATERIALS	NONE	01221	5
*LEVEL	ALL GRADES	01221	8
*GENERAL	ALL CANDIDATES	01221	7
*HOURS	1/2	01221	6
*EVALUATION	THE STUDENT CAN PROVE THE THEOREMS PRESENTED IN THE LECTURE AS WELL AS OTHER SIMPLER RESULTS SUCH AS $a \cdot b = b \cdot a$, IF $a, x \in A$ THEN $x \cdot a = a \cdot x$, $a \cdot (b \cdot c) = (a \cdot b) \cdot c$.	01221	17
		01221	18
		01221	19
*FILE	ALGEBRA GROUPS	01221	9

*OBJECTIVES	TO KNOW THE DEFINITION OF A PERMUTATION GROUP AND HOW TO COMPUTE THE PRODUCT OF PERMUTATIONS,	01222	16
		01222	17
*PREREQUISITE	1221	01222	18
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON PERMUTATION GROUPS. IT IS SHOWN THAT THE ORDER OF THE PERMUTATION GROUP ON n SYMBOLS IS $n!$ THE MULTIPLICATION OF PERMUTATIONS IS DESCRIBED AND IT IS POINTED OUT THAT, IN GENERAL, PERMUTATION GROUPS ARE NOT COMMUTATIVE.	01222	11
		01222	12
		01222	13
		01222	14
		01222	15
*SETTING	LARGE GROUP COLLEGE	01222	10
*MATERIALS	NONE	01222	5
*LEVEL	ALL GRADES	01222	8
*GENERAL	ALL CANDIDATES	01222	7
*HOURS	1/2	01222	6
*EVALUATION	THE STUDENT CAN COMPUTE VARIOUS PERMUTATION PRODUCTS, COMPUTE THE SIZE AND CONSTRUCT A TABLE FOR 2 OR 3 PERMUTATION GROUPS.	01222	19
		01222	20
		01222	21
*FILE	GROUPS PERMUTATION GROUPS	01222	9

*OBJECTIVES	TO LEARN THE BASIC VOCABULARY OF PROBABILITY THEORY AND TO LEARN TO COMPUTE SOME SIMPLE PROBABILITIES.	00107015
		00107016
*PREREQUISITE	NONE	00107017
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON PROBABILITY. OUTCOME, SAMPLE SPACE, EVENT AND PROBABILITY ARE DEFINED. ILLUSTRATIONS ARE PROVIDED BY EXAMINING THE OUTCOMES WHEN A PAIR OF DICE ARE THROWN.	00107011
		00107012
		00107013
		00107014
*SETTING	LARGE GROUP, COLLEGE	00107010
*MATERIALS	NONE	00107005
*LEVEL	ALL GRADES	00107008
*GENERAL	ALL CANDIDATES	00107007
*HOURS	1	00107006
*EVALUATION	GIVEN 20 SAMPLE SPACES, THE STUDENT CAN COMPUTE THE PROBABILITY OF 15 EVENTS. HE CAN DEFINE OUTCOME, SAMPLE SPACE, EVENT AND PROBABILITY WITH 100% ACCURACY.	00107018
		00107019
		00107020
*FILE	PROBABILITY SAMPLE SPACE OUTCOME	00107009

*OBJECTIVES	TO LEARN ABOUT MUTUALLY EXCLUSIVE EVENTS AND INDEPENDENT EVENTS AND TO BE ABLE TO DETERMINE IF EVENTS ARE MUTUALLY EXCLUSIVE OR INDEPENDENT.	00108019 00108020 00108021
*PREREQUISITES	MODULES 1206, 1207, 1208, 107	00108022
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON PROBABILITY IN WHICH THE CONCEPTS OF MUTUALLY EXCLUSIVE EVENTS AND INDEPENDENT EVENTS ARE DESCRIBED AND ILLUSTRATED. IT IS SHOWN THAT IF THE EVENTS E_1 AND E_2 ARE MUTUALLY EXCLUSIVE THEN $P(E_1 \cup E_2) = P(E_1) + P(E_2)$ WHERE $P(A)$ IS THE PROBABILITY OF THE EVENT A. ALSO IT IS SHOWN THAT IF THE EVENTS E_1 AND E_2 ARE INDEPENDENT THEN $P(E_1 \cup E_2) = P(E_1) + P(E_2)$ WHERE $E_1 \cap E_2$ IS UNDERSTOOD TO MEAN EVENT E_2 FOLLOWS EVENT E_1 .	00108011 00108012 00108013 00108014 00108015 00108016 00108017 00108018
*SETTING	LARGE GROUP, COLLEGE	00108010
*MATERIALS	NONE	00108005
*LEVEL	ALL GRADES	00108008
*GENERAL	ALL CANDIDATES	00108007
*HOURS	1	00108006
*EVALUATION	THE STUDENT CAN WITH 80% ACCURACY DETERMINE MUTUALLY EXCLUSIVE EVENTS FROM 20 GIVEN PAIRS OF EVENTS. HE CAN COMPUTE PROBABILITIES OF THE UNION OF MUTUALLY EXCLUSIVE EVENTS. HE CAN WITH 80% ACCURACY DETERMINE INDEPENDENT EVENTS FROM 10 GIVEN PAIRS OF EVENTS AND COMPUTE THE PROBABILITIES OF THEIR SIMULTANEOUS OCCURRENCE.	00108023 00108024 00108025 00108026 00108027 00108028
*FILE	PROBABILITY EXCLUSIVE EVENTS INDEPENDENT EVENTS	00108009
*PREREQUISITES	MODULES 107, 108	00109020
*OBJECTIVES	TO LEARN THE VARIOUS MEASURES OF CENTRAL TENDENCY AND VARIABILITY AND SOME OF THEIR USES.	00109018 00109019
*PREREQUISITE	LM-19, LM-20	00109020
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE IN WHICH THE VARIOUS MEASURES OF CENTRAL TENDENCY ARE DEFINED AND COMPARED. THEY ARE THE MEAN, MEDIAN AND MODE. THE STANDARD MEASURES OF VARIABILITY, THE RANGE AND THE STANDARD DEVIATION ARE ALSO EXAMINED. SOME OF THE USES OF THESE MEASURES ARE DESCRIBED.	00109012 00109013 00109014 00109015 00109016 00109017
*SETTING	LARGE GROUP, COLLEGE	00109011
*MATERIALS	NONE	00109005
*LEVEL	ALL GRADES	00109008
*GENERAL	ALL CANDIDATES	00109007
*HOURS	1	00109006
*EVALUATION	THE STUDENT CAN COMPUTE THE MEAN, MEDIAN AND MODE OF GIVEN LISTS OF NUMBERS, AS WELL AS THE RANGE AND STANDARD DEVIATION WITH 100% ACCURACY.	00109021 00109022 00109023
*FILE	PROBABILITY MEASURES OF CENTRAL TENDENCY MEASURES OF VARIABILITY	00109009 00109010
*PREREQUISITES	MODULE 1210	00110016
*OBJECTIVES	TO LEARN THE POSTULATES AND SOME OF THE ELEMENTARY PROPOSITIONS OF EUCLIDIAN GEOMETRY.	00110014 00110015
*PREREQUISITE	LM-1, LM-2, LM-3	00110016
*EVALUATION	THE STUDENT CAN STATE ALL THE POSTULATES OF EUCLIDIAN	00110017
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON EUCLIDIAN GEOMETRY. THE POSTULATES ARE GIVEN AND THE FIRST FEW PROPOSITIONS ARE PROVEN.	00110011 00110012 00110013
*SETTING	LARGE GROUP, COLLEGE	00110010
*MATERIALS	NONE	00110005
*LEVEL	ALL GRADES	00110008
*GENERAL	ALL CANDIDATES	00110007
*HOURS	1	00110006

*EVALUATION	THE STUDENT CAN STATE ALL THE POSTULATES OF EUCLIDIAN GEOMETRY AND CAN DERIVE FROM THEM 4 ELEMENTARY PROPOSITIONS INCLUDING ONE OR TWO NOT PRESENTED IN THE LECTURE,	00110017 00110018 00110019 00110020 00110009
*FILE	GEOMETRY EUCLID	

*OBJECTIVES	TO LEARN ABOUT AND ACCEPT THE EXISTANCE OF NON-EUCLIDIAN GEOMETRIES AND TO LEARN SOME OF THE ELEMENTARY PROPOSITIONS OF SUCH A GEOMETRY	00111019 00111020 00111021 00111022
*PREREQUISITES	MODULES 110	00111011
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON NON-EUCLIDIAN GEOMETRY. THE PARALLEL POSTULATE OF EUCLIDIAN GEOMETRY IS REPLACED BY ONE WHICH STATES THAT AT LEAST TWO (AND HENCE INFINITELY MANY) PARALLELS TO A GIVEN LINE PASS THROUGH A POINT ON THAT LINE. SOME BASIC PROPERTIES OF THIS SYSTEM ARE PROVEN, AMONG THEM THE RESULT THAT SIMILAR TRIANGLES DO NOT EXIST. OTHER NON-EUCLIDIAN GEOMETRIES ARE MENTIONED.	00111012 00111013 00111014 00111015 00111016 00111017 00111018 00111010
*SETTING	LARGE GROUP, COLLEGE	00111005
*MATERIALS	NONE	00111008
*LEVEL	ALL GRADES	00111007
*GENERAL	ALL CANDIDATES	00111006
*HOURS	1	00111023
*EVALUATION	THE STUDENT CAN PROVE 8 ELEMENTARY PROPOSITIONS OF THE GIVEN NON-EUCLIDIAN GEOMETRY INCLUDING ONE OR TWO NOT PROVEN IN THE LECTURE.	00111024 00111025
*FILE	GEOMETRY NON-EUCLIDIAN	00111009

*OBJECTIVES	TO INTRODUCE THE STUDENT TO A FINITE GEOMETRICAL SYSTEM AND TO EMPHASIZE THE CONCEPTS OF INDEPENDENCE AND COMPLETENESS OF AN AXIOM SYSTEM.	00112016 00112017 00112018 00112019
*PREREQUISITES	MODULES 1204, 1205	00112011
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON FINITE GEOMETRY. THE AXIOM SYSTEM OF A GEOMETRY IS DISCUSSES, PARTICULARLY THE NOTIONS OF COMPLETENESS AND INDEPENDENCE OF THE AXIOMS. THE POSTULATES AND SOME THEORANS OF SEVEN POINT GEOMETRY ARE PRESENTED.	00112012 00112013 00112014 00112015 00112010
*SETTING	LARGE GROUP, COLLEGE	00112005
*MATERIALS	NONE	00112008
*LEVEL	ALL GRADES	00112007
*GENERAL	ALL CANDIDATES	00112006
*HOURS	1	00112020
*EVALUATION	THE STUDENT CAN CONSTRUCT A MODEL OF SEVEN-POINT GEOMETRY AND PROVE THAT THE AXIOMS GIVEN ARE INDEPENDENT, HE CAN DEFINE THE NOTION OF COMPLETENESS.	00112021 00112022
*FILE	GEOMETRY FINITE GEOMETRY AXIOM SYSTEM	00112009

*OBJECTIVES	TO LEARN A BRIEF HISTORY OF MATRICES AND THEIR DEFINITION.	01223 13
*PREREQUISITE	103	01223 14
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON MATRICES. A SHORT HISTORY IS PRESENTED AND MATRICES ARE DEFINES.	01223 11 01223 12 01223 10
*SETTING	LARGE GROUP COLLEGE	01223 5
*MATERIALS	NONE	01223 8
*LEVEL	ALL GRADES	01223 7
*GENERAL	ALL CANDIDATES	01223 6
*HOURS	1/4	01223 15
*EVALUATION	THE STUDENT CAN GIVE A SHORT HISTORY OF THE DEVELOPMENT OF MATRICES. HE CAN DEFINE A MATRIX.	01223 16
*FILE	ALGEBRA MATRICES HISTORY	01223 9

*OBJECTIVES	TO KNOW THEM AND APPLY THE DEFINITIONS OF EQUALITY AND ADDITION OF MATRICES AND TO KNOW THE ALGEBRAIC PROPERTIES OF ADDITION OF MATRICES.	01224 14 01224 15 01224 16
*PREREQUISITE	1223	01224 17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH EQUALITY AND ADDITION OF MATRICES IS DEFINED. THE ALGEBRA PROPERTIES OF ADDITION OF MATRICES ARE PRESENTED.	01224 11 01224 12 01224 13
*SETTING	LARGE GROUP COLLEGE	01224 10
*MATERIALS	NONE	01224 5
*LEVEL	ALL GRADES	01224 8
*GENERAL	ALL CANDIDATES	01224 7
*HOURS	3/4	01224 6
*EVALUATION	THE STUDENT CAN DEFINE EQUALITY AND ADDITION OF MATRICES. HE CAN ADD AND SUBTRACT 5 PAIRS OF MATRICES WITH 80% ACCURACY. HE CAN GIVE EXAMPLES OF THE ALGEBRAIC PROPERTIES OF ADDITION OF MATRICES.	01224 18 01224 19 01224 20 01224 21
*FILE	ALGEBRA MATRICES ADDITION	01224 9

*OBJECTIVES	TO LEARN ABOUT MATRIX MULTIPLICATION AND THE INVERSES OF 2X2 MATRICES.	00114019 00114020
*PREREQUISITES	MODULES 1228, 1229	00114021
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON MULTIPLICATION AND INVERSES OF MATRICES. THE PRODUCT OF TWO MATRICES IN DEFINED AND IT IS OBSERVED THAT, IN GENERAL, MULTIPLICATION IS NOT COMMUTATIVE. AN IDENTITY MATRIX IS SHOWN TO EXIST AND THE ASSOCIATIVE PROPERTY OF MULTIPLICATION IS OBSERVED. INVERSES FOR 2X2 MATRICES (WHICH HAVE INVERSES) ARE COMPUTED. CRITERIA FOR THE EXISTENCE OF INVERSES IS PRESENTED.	00114011 00114012 00114013 00114014 00114015 00114016 00114017 00114018 00114010
*SETTING	LARGE GROUP, COLLEGE	00114005
*MATERIALS	NONE	00114008
*LEVEL	ALL GRADES	00114007
*GENERAL	ALL CANDIDATES	00114006
*HOURS	1	00114022
*EVALUATION	THE STUDENT CAN EVALUATE GIVEN MATRIX PRODUCTS AND FIND INVERSES FOR, IF THEY EXIST, FOR GIVEN 2*2 MATRICES WITH 100% ACCURACY.	00114023 00114024
*FILE	INVERSES MATRICES MULTIPLICATION	00114009

*OBJECTIVES	TO LEARN A BRIEF HISTORY AND OPERATIONAL FACTS ABOUT COMPUTERS.	01225 15 01225 16
*PREREQUISITE	NONE	01225 17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON COMPUTERS. A BRIEF HISTORY IS PRESENTED AND THE PHASES OF COMPUTER OPERATION INPUT, CONTROL, STORAGE, MEMORY, PROCESSING, OUTPUT, ARE DESCRIBED AND THE SPEEDS OF VARIOUS COMPUTERS ARE GIVEN.	01225 11 01225 12 01225 13 01225 14
*SETTING	LARGE GROUP COLLEGE	01225 10
*MATERIALS	NONE	01225 5
*LEVEL	ALL GRADES	01225 8
*GENERAL	ALL CANDIDATES	01225 7
*HOURS	1/2	01225 6
*EVALUATION	THE STUDENT CAN GIVE A BRIEF HISTORY OF COMPUTERS, DESCRIBE THE PHASES OF COMPUTER OPERATION AND COMPARE THE SPEEDS OF VARIOUS COMPUTERS.	01225 18 01225 19 01225 20
*FILE	COMPUTERS HISTORY OPERATION	01225 9

*OBJECTIVES	TO BE ABLE TO WRITE NUMBERS IN EXPANDED NOTATION AND CONNECT NUMBERS FROM BASE 2 TO BASE 10 AND VICE-VERSA AND TO BE ABLE TO ADD AND SUBTRACT IN BASE 2.	01226 16 01226 17 01226 18
*PREREQUISITE	NONE	01226 19
*EXPERIENCE	THE STUDENT ATTENDS LECTURE ON THE RELATIONSHIP OF THE BINARY SYSTEM TO COMPUTERS. PLACE VALUE, EXPANDED NOTATION AND CONVERTING NUMBERS FROM BASE 2 TO BASE 10 AND VICE-VERSA ARE DISCUSSED. ADDITION AND SUBTRACTION IN BASE 2 ARE DEVELOPED.	01226 11 01226 12 01226 13 01226 14 01226 15
*SETTING	LARGE GROUP COLLEGE	01226 10
*MATERIALS	NONE	01226 5
*LEVEL	ALL GRADES	01226 8
*GENERAL	ALL CANDIDATES	01226 7
*HOURS	1/2	01226 6
*EVALUATION	THE STUDENT CAN WRITE 4 NUMBERS IN EXPANDED NOTATION AND CONVERT 5 NUMBERS FROM BASE 2 TO BASE 10 AND 5 NUMBERS FROM BASE 10 TO BASE 2. HE CAN ADD AND SUBTRACT 4 OUT OF 5 PAIRS OF NUMBERS IN BASE 2.	01226 20 01226 21 01226 22 01226 23
*FILE	COMPUTERS BASE 2 NOTATION	01226 9

*OBJECTIVES	TO LEARN ABOUT THE OCTAL NUMERATION SYSTEM AND ITS RELATIONSHIP TO THE OPERATION OF COMPUTERS.	00116017 00116018
*PREREQUISITES	MODULES 1230, 1231	00116019
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE ON THE RELATION OF VARIOUS NUMERATION SYSTEMS TO THE COMPUTER. THE OCTAL SYSTEM IS INTRODUCED AND CONVERSION FROM BASE 10 TO BASE 8, FROM BASE 8 TO BASE 2 AND VICE-VERSA IS STUDIED. THE RELATIONSHIP BETWEEN BASE 8 AND BASE 16 AND COMPUTERS IS DESCRIBED.	00116011 00116012 00116013 00116014 00116015 00116016
*SETTING	LARGE GROUP, COLLEGE	00116010
*MATERIALS	NONE	00116005
*LEVEL	ALL GRADES	00116008
*GENERAL	ALL CANDIDATES	00116007
*HOURS	1	00116006
*EVALUATION	THE STUDENT CAN CONVERT A LIST OF GIVEN NUMBERS FROM BASE 10 TO BASE 8 AND VICE-VERSA, AND FROM BASE 8 TO BASE 2 AND VICE-VERSA WITH 80% ACCURACY. HE CAN DESCRIBE HOW BASE 8 AND BASE 16 ARE UTILIZED IN THE OPERATION OF COMPUTERS.	00116020 00116021 00116022 00116023 00116024
*FILE	COMPUTERS OCTAL SYSTEM NUMERATION	00116009

*OBJECTIVES	TO LEARN THE BASIC FUNCTIONS OF FORTRAN.	00117016
*PREREQUISITES	MODULES 1230, 1231, 116	00117017
*EXPERIENCE	THE STUDENT LISTENS TO A LECTURE INTRODUCING HIM TO COMPUTER PROGRAMMING-FORTRAN STATEMENT, INTEGER AND REAL CONSTANTS, VARIABLES AND VARIABLE NAMES ARE DESCRIBED. THE VARIOUS ARITHMETIC OPERATIONS OF FORTRAN ARE PRESENTED AND EXAMPLES OF EACH ARE GIVEN.	00117011 00117012 00117013 00117014 00117015
*SETTING	LARGE GROUP, COLLEGE	00117010
*MATERIALS	FORTRAN CODING PAPER	00117005
*LEVEL	ALL GRADES	00117008
*GENERAL	ALL CANDIDATES	00117007
*HOURS	1	00117006
*EVALUATION	THE STUDENT CAN FROM A LIST DISTINGUISH BETWEEN REAL AND INTEGER VARIABLES WITH 80% ACCURACY. THREE FORTRAN STATEMENTS. HE CAN WRITE EQUIVALENT FORTRAN STATEMENTS FOR SIX MATHEMATICAL STATEMENTS AND VICE-VERSA.	00117018 00117019 00117020 00117021
*FILE	COMPUTERS FORTRAN	00117009

*OBJECTIVES	TO LEARN HOW THE COMPUTE PERFORMS INTEGER ARITHMETIC.	01227 14
*PREREQUISITE	1226, 116 + 117	01227 15
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE IN WHICH INTEGER ARITHMETIC ON A COMPUTERS IS DESCRIBED. TRUNCATION OF INTEGERS IS EXPLAINED AND EXAMPLES ARE GIVEN.	01227 11 01227 12 01227 13
*SETTING	LARGE GROUP COLLEGE	01227 10
*MATERIALS	FORTRAN CODING PAPER	01227 5
*LEVEL	ALL GRADES	01227 8
*GENERAL	ALL CANDIDATES	01227 7
*HOURS	1/2	01227 6
*EVALUATION	THE STUDENT CAN EXPLAIN INTEGER ARITHMETIC ON THE COMPUTER AND GIVE THE TRUNCATED VALUE OF 8 OUT OF 10 INTEGER EXPRESSIONS E.G. $7+8/3$	01227 16 01227 17 01227 18
*FILE	COMPUTERS INTERGER ARITHMETIC TRONCATION	01227 9

*OBJECTIVES	TO BE ABLE TO DESCRIBE THE VARIOUS FORTPAN TRANSFER STATEMENTS AND GIVE EXAMPLES OF THEIR APPLICATION.	01228 15 01228 16
*REREQUISITE	117	01228 17
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON THE COMPUTER TRANSFER STATEMENTS. UNCONDITIONAL, ARITHMETIC AND LOGICAL TRANSFER ARE DESCRIBED AND THE 60 TO AND VARIOUS TYPES OF STATEMENTS ARE EXAMINED.	01228 11 01228 12 01228 13 01228 14
*SETTING	LARGE GROUP COLLEGE	01228 10
*MATERIALS	BLANK	01228 5
*LEVEL	ALL GRADES	01228 8
*GENERAL	ALL CANDIDATES	01228 7
*HOURS	1/2	01228 6
*EVALUATION	THE STUDENT CAN DESCRIBE THE VARIOUS TRANSFER STATEMENTS AND BE CAN EXPLAIN WHAT WILL HAPPEN AS A RESULT OF PERFORMING THE VARIOUS TRANSFER IN 3 EXAMPLES.	01228 18 01228 19 01228 20
*FILE	COMPUTERS TRANSFER STATEMENTS	01228 9

*OBJECTIVES	TO BE ABLE TO WRITE A SIMPLE FORTRAN PROGRAM.	01229 15
*PREREQUISITE	1227	01229 16
*EXPERIENCE	THE STUDENT ATTENDS A LECTURE ON WRITING PORTRAN PROGRAMS. THE READ, WRITE, STOP AND END STATEMENTS ARE INTRODUCED AS WELL AS THE USE OF FLOW CHARTS. A SIMPLE PROGRAM IS DEVELOPED IN THE CLASS.	01229 11 01229 12 01229 13 01229 14
*SETTING	LARGE GROUP COLLEGE	01229 10
*MATERIALS	FORTRAN CODING PAPER	01229 5
*LEVEL	ALL GRADES	01229 8
*GENERAL	ALL CANDIDATES	01229 7
*HOURS	1/2	01229 6
*EVALUATION	THE STUDENT CAN DRAW FLOW CHARTS FOR 3 SIMPLE OPERATIONS THEN WRITE PROGRAMS BASED ON THESE FLOW CHARTS.	01229 17 01229 18
*FILE	COMPUTERS FORTRAN PROGRAMMING	01229 9

*OBJECTIVES	TO BE ABLE TO USE DIMENSION STATEMENTS AND DO LOOPS IN A FORTRAN PROGRAM.	01230 15 01230 16
*PREREQUISITE	1229	01230 17
*EXPERIENCE	THE STUDENTS ATTENDS A LECTURE IN WHICH THE DIMENSION STATEMENT AND THE DO AND CONTINUE STATEMENTS ARE DESCRIBED USES FOR SUBSCRIPTED VARIABLES ARE GIVEN AND THE DO LOOP AND SOME EXAMPLES ARE PRESENTED.	01230 11 01230 12 01230 13 01230 14
*SETTING	LARGE GROUP COLLEGE	01230 10
*MATERIALS	FORTRAN CODING PAPER	01230 5
*LEVEL	ALL GRADES	01230 8
*GENERAL	ALL CANDIDATES	01230 7
*HOURS	1/2	01230 6
*EVALUATION	THE STUDENT CAN WRITE DIMENSION STATEMENTS FOR 3 GIVEN ARRAYS. HE CAN WRITE A DO LOOP TO PERFORM GIVEN OPERATION	01230 18 01230 19
*FILE	COMPUTERS FORTRAN PROGRAMING	01230 9

MODES OF INQUIRY SEMINAR

A time for some reflection on the purpose of it all ought to be built into the collegiate experience of every student. Through the total program begins with the development of a liberal education base for both general classroom teachers and specialists it seems appropriate to also consider a capstone activity of similar nature. If education, in its most production sense, is to be a life-long pursuit, then we must be sure to close the cycle of events with the opening of new questions and the renewing of old curiosities. The proposed seminar is an intellectual springboard to the world of exciting ideas.

Conceived jointly by the coordinators of the Humanities, Social Sciences and Natural Sciences sections of this proposal, it is planned that the seminar series would be conducted by representatives of all three areas. Presentations would be sought from artists and mathematicians, anthropologists and philosophers, from researchers and practioners, from within the University community and from abroad. What is in mind is not a course of connected argument, but a set of points of view that stretch the minds of all.

The learning expected is the same in each session: that the student reflect on his own role and need for more learning. Questions that may be asked by speakers include -

What is Truth?
What is Worth Living for?
How is Culture Changed?
Who is responsible?
How do we know?

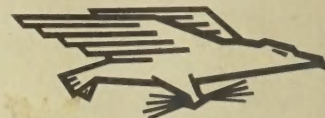
A given question being raised by men from different fields on successive occasions. Each presentation could be followed by small group discussions, and when appropriate involve faculty from across the program.

After having completed the general-liberal education and the scholarly modes of knowledge, the student reassesses his own understanding of human behavior and reflects on the broader issues related to analysis of relevant conditions which influence people. The seminar becomes the place to examine and compare inquiry modes from several varying disciplines.



UNITED STATES
GOVERNMENT PRINTING OFFICE
DIVISION OF PUBLIC DOCUMENTS
WASHINGTON, D.C. 20402

OFFICIAL BUSINESS



POSTAGE AND FEES PAID
U.S. GOVERNMENT PRINTING OFFICE

Office of Education/Bureau of Research
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/OE-58024-Vol. I